

# **Electronic Library Resources: Meeting user needs in a Further Education College Library**

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## Summary

The aim of the research was to investigate how well libraries in Further Education Colleges were meeting the electronic resources needs of users. The objectives were to ascertain the range of electronic resources that are available in FE Libraries, examine the factors that determine what electronic resources are made available, identify the extent to which these e-resources are being used and look at factors that maybe a barrier to the use of electronic resources.

The research was conducted among two Further Education Colleges. The method undertaken included a group administered questionnaire and face to face semi-structured interviews. Both the questionnaire and interviews were successful despite scheduling issues at both colleges which resulted in a low response rate for the questionnaire at one of the colleges.

The results showed that both college libraries provide a wide range of electronic resources. Some of the factors that determine what electronic resources are made available include reading lists, request from tutors, cost, content and compatibility issues. The most used electronic resource was the Internet and Email while other electronic resources such as Databases, E-books, E-journals and the Library Catalogue were less widely used. The results also showed that the majority of learners at both colleges have had some form of information skills training and most of them are satisfied with the electronic resources available. Some of the barriers to using electronic resources include technical problems accessing the electronic resources, student's lack of information skills and lack of awareness of what is available.

This research has shown it is essential that libraries continue to promote its services and collaborate with tutors on the use of e-resources and information skills training. E-resources should also be reviewed and monitored vigorously to ensure they are fit for purpose and are meeting the needs of users.

## DECLARATION

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

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## STATEMENT 1

This work is the result of my own investigations, except where otherwise stated. Where **\*correction services** have been used, the extent and nature of the correction is clearly marked in a footnote(s).

Other sources are acknowledged (e.g. by footnotes giving explicit references).

A bibliography is appended.

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## STATEMENT 2

I hereby give consent for my work, if accepted, to be available for photocopying and for inter-library loan, and for the title and summary to be made available to outside organisations.

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Date .....

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## Abbreviations

CILIP	Chartered Institute of Library and Information Professionals
E-book	Electronic book
EIS	Electronic Information Services
E-journal	Electronic journal
E-resources	Electronic resources
ER	Electronic Resources
FE	Further Education
HE	Higher Education
IFLA	International Federation of Library Associations
ILT	Information and Learning Technology
IT	Information Technology
JISC	Joint Information Systems Committee
JUBILEE	JISC User Behaviour in Information Seeking: Longitudinal Evaluation of EIS
JUSTEIS	JISC Usage Surveys: Trends in Electronic Information Services
LISA	Library and Information Science Abstract
LISTA	Library, Information Science and Technology Abstracts
LLN	Linking London Partner Institutions
LSC	Learning Skills Council
MLE	Managed Learning Environment
NIACE	National Institute of Adult Continuing Education
OCLC	Online Computer Library Center
UK	United Kingdom
VLE	Virtual Learning Environment



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# 1. Introduction

Further Education (FE) in the United Kingdom (UK) has gone through a number of changes over the last decade. Various government initiatives stemming from the Kennedy Report (The National Committee of Inquiry into Higher Education, 1997) which investigated participation and access to FE, to the White Paper from the Department for Education and Skills (2005) have resulted in changes to teaching, learning and curriculum development within FE. With these changes came reduced teaching hours, increased student numbers especially in the part-time and adult sector, as well as franchising agreements with Higher Education Institutions (HEI). These changes have also led to investment in Information and Communication Technology (ICT) and electronic resources. FE College libraries have been affected by these changes and have had to adapt to meet the needs of users. However with diminishing budgets and the need to provide electronic resources to meet the diverse needs of FE and Higher Education (HE), can it be said that FE College libraries are meeting the needs of users? The aim of this study is to investigate how well libraries in FE Colleges are meeting the electronic resource needs of its users. It will look at areas of best practice and hopefully present recommendations for improvement and development.

## ***1.2 Research Questions***

Having looked at the literature into the use of electronic resources in FE College Libraries, it was discovered that there was more research done on electronic resources in HE Libraries as opposed to FE and it was decided that a small scale comparative project be undertaken.

This research was conducted to answer the following research questions:

### **R1: What Electronic Resources (ER) are currently available?**

The interest here is on what is being provided by FE Libraries for students to access and the various issues surrounding what is available.

**R2: What is the extent of usage of these e-resources?**

In particular the interest here is what e-resources are being used.

**R3: What challenges do users face when using Electronic Resources (ER)?**

The interest here is to gain a better understanding as to what challenges or barriers users face when using electronic resources.

### ***1.3 Aims and Objectives***

FE is characterized by a varied cohort of users. However, while a lot has been written about the electronic resources needs of users in HE little has been written about user needs in FE. It is hoped that this dissertation will shed some light on user needs in FE College Libraries.

The aim of this dissertation is:

- To ascertain the extent to which electronic resources made available in FE College Libraries are being used.

The objectives of this dissertation are:

- To ascertain the range of electronic resources that is available in FE Libraries.
- To examine the factors that determine what electronic resources are made available.
- To identify the extent to which these e-resources are being used.
- To look at factors that maybe a barrier to the use of electronic resources.

### ***1.4 Scope***

The study is a small scale research focused on the use of e-resources among two FE College Libraries and therefore its findings cannot be generalised to all FE College Libraries.

### ***1.5 Summary***

The next chapter consists of the literature review which will explore the changes within the FE College sector that has affected College Libraries especially in the area of electronic resources. Following this will be the Methodology chapter which will look into the research methods to be used and are most appropriate for the specific aims and objectives of the research. The Results chapter follows on and presents and analyses the results. The Discussion chapter that follows evaluates the results in conjunction with the literature review and the Conclusion will present findings along with recommendations for future development and improvement.

## **2. Literature Review**

### ***2.1 Introduction***

This chapter reviews the existing literature on the subject of electronic resources in FE College Libraries. The literature search undertaken is outlined in section 2.2 before the background of electronic resources in FE is explored in section 2.3. Following on from the background on electronic resources is a discussion on the definition of electronic resources in section 2.4. A review of the various types of electronic resources in FE Colleges is then looked at in section 2.5. Attitudes and awareness of the use of electronic resources by users is an important aspect which affects use in FE and so the issues surrounding this is discussed in section 2.6. In section 2.7 a review of electronic information need is undertaken and finally some benefits and challenges of using electronic resources are addressed in section 2.8.

### ***2.2 Searching the literature***

Sources used to locate research literature include LISA, LISTA, JISC, CILIP, Emerald Full Text, EBSCOhost databases, OCLC First Search, Worldcat as well as books, journals and conference papers both in print and electronic. The search process entailed the use of several subject based keywords in various combinations such as electronic resource, e-resources, FE libraries, e-learning, e-learning in Further Education Colleges, Joint Information Systems Committee (JISC), E-books, E-resources in Academic Libraries and information resources. The research focuses on electronic resources in FE College Libraries and so results were limited to this area.

### ***2.3 Background***

FE in the UK has undergone considerable changes over the last decade. The Further and Higher Education Act 1992 (The Further and Higher Education Act 1992) established Further Education Funding Councils that were required to not only secure funding for full-time and part-time learners but also meet the needs of learners with learning difficulties and or disabilities and ensure that comprehensive quality

assessment within the FE sector took place (Roberts and Lamb, 2000). In 1997 both the Dearing report (Further Education Funding Council, 1997) and the Kennedy report (National Committee of Inquiry into Higher Education, 1997) echoed similar sentiments recommending the use of Information Technology as a key way forward in widening participation as well as improving aspects of teaching and learning (Appleton, 2006). In addition to these reports and consequent others such as the Fryer Report on Life Long Learning (NAGCELL, 1997), the UK Government has pursued changes in the curriculum of further education. However, arguably the most radical changes to occur in various parts of the post-16 provision followed the White Paper from the Department for Education and Skills (2005) which supported and encouraged the use of Information and Communication Technologies (ICT) and electronic resources in teaching and learning. Since then, universities and further education colleges to a lesser degree have shown interest in developing Managed Learning Environments (MLEs) and Virtual Learning Environments (VLEs), increasing the use of ICT and flexible and online learning, thus supporting a more student centred approach to learning. In turn this has allowed libraries in further education colleges to become the central ICT resources base for learners (Jackson et al., 2003 quoted by Appleton, 2006).

In 2009 JISC funded a National eBooks project in partnership with the Learning Skills Council (LSC) that made over 3000 eBooks freely available to every college and sixth form in the UK. JISC has continued to promote and lead a steady policy towards the use of Information and Learning Technology (ILT) development of e-learning and electronic resources in FE Colleges. FE College libraries have since continued to facilitate access to electronic resources to support teaching and learning however with varying degrees and this has effectively redefined the role of the library. This has even led to new definitions such as learning resource centres, resource centre, information hub etc as the library has taken on more functions and in some instances are merged with larger departments (CILIP, 2003).

## ***2.4 Definition of Eelectronic Resources***

The Library of Congress (2008, p. 2) defines e-resources or an electronic resource as *“as any work encoded and made available for access through the use of a computer”*. The International Federation of Library Associations (IFLA) (2012, p. 3) defines electronic resources as *“those materials that require computer access, whether through a personal computer, mainframe, or handheld mobile device”*. There are also variations to the term according to Appleton (2006) who highlighted the use of such terms as Electronic Information Services (EIS), electronic information resources, electronic library resources and e-resources to name a few. While it can be argued that there is no real consensus on a definition of electronic resources, for the purpose of this study the term electronic resources would be used in the broadest sense and will include any information resource which can be delivered via a computer. Thus for the purpose of this study electronic library resources includes Virtual Learning Environments (VLEs), E-books, E-journals, Search engines, Databases, Web 2.0 technology and Learning technologies and systems used for teaching and learning that are accessible via the library.

## ***2.5 Electronic resources in Further Education Libraries***

According to JISC Collections (2010, p. 8), the main responsibility of the FE library is *“to support teaching and learning, and to procure and make available resources, including textbooks that are selected by course teams or individual lecturers”*. Both HE and FE libraries offer the traditional print resources but are now moving to offer more electronic content for their users. In a report by the Chartered Institute of Library and Information Professionals (CILIP) (2003) which investigated the resources and services issues of library and learning resources in further education, found that of the 285 colleges surveyed throughout the UK including Wales, Scotland and Ireland 88% of libraries provided electronic access via their intranet whereas only 32% provided electronic access remotely. The report also showed that 96% of libraries provided access to websites onsite whereas 88% provided access remotely. In addition the

report also revealed that 89% of libraries provided access to learning materials on site whereas only 42% provided access to learning resources remotely. This report by CILIP however is old and things have changed since 2003.

The type of resources being resourced and used by educational institutions from schools, to FE and HE has grown and is vast according to Berzins and Hudson (2011). In their research paper *The Use of E-resources* Berzins and Hudson (2011) looked into the use of electronic resources among Linking London (LLN) partner institutions. From this study they were able to place electronic resources being used into categories, the largest of which were online resources such as e-journals and subject specific online repositories, followed by social networking sites such as Facebook and Twitter, followed by specialist databases, Audio Visual software and equipment. A few years earlier a similar research project into the use of electronic resources was undertaken by the JISC User Behaviour Monitoring and Evaluation Framework. According to Urquhart et al. (2005) this research was conducted by two project teams, JISC Usage Surveys: Trends in Electronic Information Services (JUSTEIS) and JISC User Behaviour in Information Seeking: Longitudinal Evaluation of EIS (JUBILEE). JUBILEE focused on issues surrounding the barriers and enablers to Electronic Information Services (EIS) whereas JUSTEIS focussed on the use of electronic resources in HE and FE. Cycle Four and Five of the study specifically looked at electronic resources in FE as well as Sixth form Colleges. In this study electronic resources used were categorised and their findings showed that search engines were the preferred online resource used by students followed by organisational websites. Less use was made of databases although some mention was made of using gateways. A brief comparison of the results of cycle four and five showing the use of some electronic resources in FE and HE are detailed in Table 1 and 2.



**Table 1: Summary of Cycle Four JUSTEIS finding showing EIS used frequently by FE students and HE undergraduates (adapted from JISC, 2003).**

EIS USE	FE students n=151 %	Undergraduates n=75 %
Search Engines	87	96
Own OPAC	27	83
Email Personal Use	83	95
Email Academic Use	30	87
Email Discussion Groups	18	16
Gateway, portals	15	25
E-journals	10	56
Bibliographic Databases	4	53
E-books	2	11
E-reference	42	44
Intranet Lecturer/course notes	2	40

**Table 2: Summary of Cycle Five JUSTEIS finding showing EIS used frequently by FE students and HE undergraduates (adapted from JISC, 2004).**

EIS USE	FE students n= (%)	Undergraduates n=53 %
Search Engines	93	92
Own OPAC	25	83
Email Personal Use	79	91
Email Academic Use	35	92
Email Discussion Groups	10	17
Gateway, portals	24	49
E-journals	10	64
Bibliographic Databases	7	47
E-books	9	8
E-reference	38	43
Intranet Lecturer/course notes	10	72

In 2009, JISC funded a National eBooks project in partnership with the LSC that provided over 3000 eBooks freely available to every college and sixth form in the UK. In its report titled *Migrating to e in UK Further Education* (JISC Collections, 2010), it reported on the use of e textbooks within the FE sector. This report indicated that 91% of FE Libraries provided access to paid-for content from publishers and other vendors and 88% provided access to some or all of the 3,000 e-books provided through the *E-books for FE* project. The report also indicated that over a third of colleges were yet to become Athens or Shibboleth compliant. This lack of compliance was seen as a major factor in restricting the use and access to electronic resources and e-text book in the FE sector.

## ***2.6 Attitudes and Awareness***

The literature reveals that the attitude and awareness about the use of electronic resources differs in HE to that of FE in many respects. According to Berzins and Hudson (2011), the HE sector's use of e-resources is more wide spread than that of FE. Appleton (2006) also supports this view and indicates that the UK HE sector has made comprehensive use of electronic resources whereas the FE sector has been slower to understand their value. The research by CILIP (2003) also indicated that many FE Libraries seemed unaware of the availability of online resources via JISC. In fact the research indicated that many libraries felt that what was on offer from JISC was not suitable for students, while others felt that the resources on offer were too expensive. Appleton (2006) also highlights the issue of the lack of appropriate electronic resources for FE as well as a reliance on freely available web based resources for the slow acceptance of electronic resources within the FE sector.

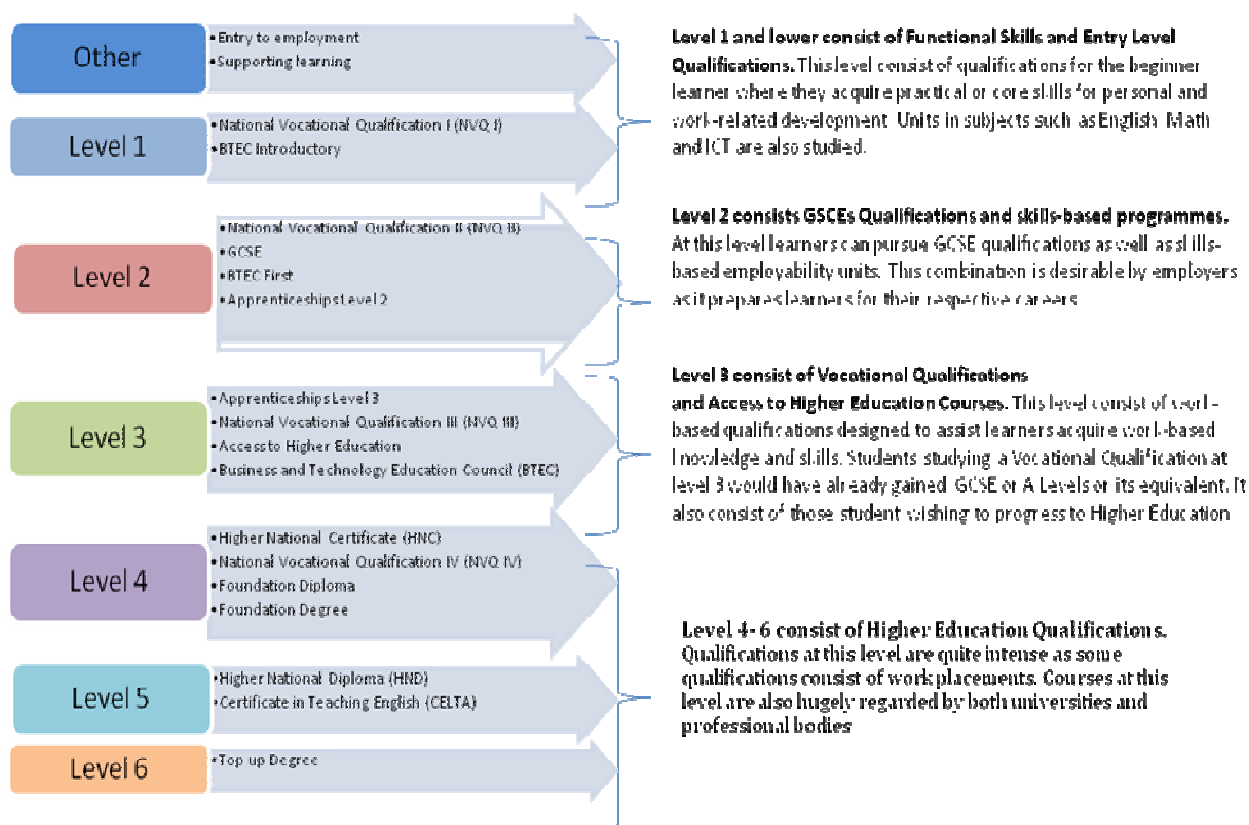
Berzins and Hudson (2011) also indicated that information about electronic resources is not communicated effectively within FE institutions and that ILT champions played a key role in promoting the use of e-learning among FE. This view was also highlighted in the JUSTEIS survey findings according to Urquhart et al. (2005). According to the

JUSTEIS survey many students as well as tutors were not aware of what electronic resources were available via the library. The use of electronic resources is made worse if students perceive that tutors place little importance on information literacy skills (Jackson, 2005). There is a perception in HE as well as FE among tutors that information literacy is not part of their academic responsibility. This perception by tutors is quite significant as students follow the guidance of their tutors regarding information sources. It is important for Library staff to work with tutors to not only promote electronic resources but also information literacy to ensure that the resources are used effectively.

## ***2.7 Electronic Information Need***

Further Education Colleges are complex institutions as the levels of study are diverse. According to the National Institute of Adult Continuing Education (NIACE) (2009, p. 18), FE Colleges are *“primarily local institutions for vocational and academic learning, as well as for community and personal development. Anyone over age 16 and many over age 14 can go to college to learn”*. Colleges throughout the UK offer thousands of vocational qualifications as well as academic qualifications, in addition to accredited and non-accredited adult courses as well as workplace training. However although they are known traditionally for vocational education leading to certificate and diploma qualifications many now offer HE courses in partnerships with Universities which places additional strain on resources in FE Libraries.

According to JISC Collections (2010), in their study of e-text book use in further education, their survey indicated that of the students enrolled in FE Colleges in 2007-2008 from a total of under 5 million roughly 1.12 million were full time whereas about 3.88 million were part time. Figure 1 illustrates the diversity in courses taught at FE Colleges.



**Figure 1: Levels and Qualifications taught at some FE Colleges (adapted from Accredited Qualifications, 2012).**

The levels and diversity of programs offered at FE Colleges directly impacts on library resources. Courses offered at Level 2 and below i.e. Level 2, Level 1 and other, primarily use a core text which defines the course of study. These core or set texts are chosen by tutors or course teams and are an essential part of the program, as the course cannot be completed without it (JISC Collections, 2010). It is therefore imperative that students have access to these core texts and that the library make them available for use. JISC has been working to promote the use of e-text books for such courses in FE and has reported a good response by both students and teachers to the use of e-text books. However, even with the adoption of e-text books to complement physical books these vocational programmes do not encourage students to read around the subject area. In fact more emphasis is placed on these set texts

and little advice is given about supplementary or recommended reading. What this suggests, is that apart from access to the core or set text if available in electronic format, student's use of electronic resources on these programmes is limited; and their use of electronic resources such as the internet maybe one that is more recreational as opposed to being course work related in most cases. In addition because of the use of these set texts students make little use of library catalogues and prefer to browse the shelves for items they require (Urquhart et al., 2005). However, even this seems to be changing as publishers such as Hodder Education and Pearson develop interactive resources for vocational courses taught at further education that is VLE compliant.

However when we look at courses offered at Level 3 and above the picture is quite different. Many courses offered at Level 3 and above have a number of core text as well as recommended and supplementary reading, including those from journals or periodicals. Students therefore understand that they will not find all the information required to pass their programme in set texts or core texts and are expected to read 'widely' to some extent around the subject area. These students e-resource need is therefore greater as they need access to more and relevant electronic resources to succeed on their course of study. They are also more likely to attend information literacy sessions conducted by the Library. These courses also make more use of VLEs as there is an element of blended and interactive learning that is incorporated into these programmes. Students studying for Level 3 and above are likely to have inductions on how to access the VLE, as well as the various electronic resources available at the library than students on courses at Level 2 and below.

The competing needs of the different user populations put FE Libraries in a dilemma as they try to understand how they can meet the needs of their users. This in turn affects what is purchased both physical and electronic and in the case of electronic the licences that goes with it.

## ***2.8 Benefits and Challenges***

In fact both staff and students within FE agree that electronic resources have benefits to teaching and learning activities and that learning is enhanced by the use of such electronic resources (Appleton, 2006). However the literature also highlights that there is still a preference for print over electronic resources and this trend has not changed much in recent times according to Marques (2012). Some of the benefits of using electronic resources include:

- Electronic resources are updated more often than printed material (Ashcroft and Watts, 2004, p. 287).
- Much quicker to consult when compared to using printed indexes (Chu, 2003, p. 343), (Tedd, 2005, p. 63).
- Accessible anywhere via a computer with an internet connection (Tedd, 2005, p. 63).
- No wear and tear (Anuradha and Usha, 2006, p. 51).
- Provides multiple concurrent access (Ashcroft and Langdon, 1998, p. 246), (Tedd, 2005, p. 63).
- The ease of conducting searches (Ashcroft and Langdon, 1998, p. 246).
- Allows you to keep up to date with research saving time (Chandel and Saikia, 2012, p. 153).
- Adaptable to needs of users with disabilities i.e. ability to change text size, colour, use of speech technology etc. (Anuradha and Usha, 2006, p. 51), (Tedd, 2005, p. 63).

Despite some of the benefits mentioned above there are some challenges to using electronic resources. Some of these challenges include:

- Access difficulties as some Colleges are not yet Athens or Shibboleth compliant (JISC Collections, 2010, p. 8).
- Technical problems that often arise that affect access (Anuradha and Usha, 2006, p. 51).

- Limited number of relevant material (Anuradha and Usha, 2006, p. 51), (Chu, 2003, p. 342), (Tedd ,2005, p. 64).
- Cost of licences (Ashcroft and Langdon 1998, p. 246), (Bennett, 2003, p. 60).
- Systems are complex and are not standardised (Ashcroft and Langdon, 1998, p. 246).
- Lack of awareness (Anuradha and Usha, 2006, p. 51).
- Lack of skills and confidence (Berzins and Hudson, 2011, p. 12).

## ***2.9 Summary***

It is clear that electronic resources poses challenges within both the FE and HE sector. Libraries have to deal with the issues surrounding acquisition, access, maintenance and preservation of these resources. These issues are made all the more difficult in the face of financial constraints in terms of cuts to FE Budgets. Despite these issues we see that the types of electronic resources being made available in FE have increased over the past decade. This has led to a number of advantages such as greater access, convenience and academic excellence. However there are also challenges such as costly licensing fees as well as the complexity of systems that are not standardised. Electronic resources will continue to play an important part in the research activities of students at FE and HE and will continue to evolve as they are made accessible and available to users. The next chapter discusses the methodology and research methods to be used to carry out the investigation into the use of electronic resources within FE College Libraries.

## **3. Methodology**

### ***3.1 Introduction***

This chapter outlines the research design and methodology that will be used to explore the use of electronic resources in FE Libraries and the challenges associated with their use. This is a comparative study among two FE College Libraries. The aim of the study is outlined in section 3.2 and the research design is discussed in 3.3. The research methods are explained fully in section 3.4 and the survey population is revealed in section 3.5. The sampling method is explained in section 3.6 while the sample is described in section 3.7. The development of the questionnaire and interview is described in sections 3.8 and 3.9 respectively. The pilot is described in section 3.10 and ethical issues are discussed in 3.11. Section 3.12 looks at data collection and section 3.13 methods of data analysis finally ending with a discussion of the limitations and lessons learned in section 3.14.

### ***3.2 Aim of Study***

The fundamental aim of the study is to ascertain the extent to which electronic resources made available in FE College Libraries are meeting the needs of users. This chapter will seek to identify the research design used in the study and the research instruments to be used in the research. The target population as well as the questionnaire and interview design will also be defined. This would be followed by the data analysis and reporting. This chapter also highlights the possible ethical issues that were encountered during the research process.

### ***3.3 Research Design***

The research design provides a framework or blueprint for the collection and analysis of data (USC Libraries, 2014). There are various types of research designs and the choice of research design reflects the methodological approach taken to answer the research question in such a way that it can withstand the rigours of the research process (Chiappelli, Brant & Cajulis, 2012). The research design chosen for this study is



comparative design. In comparative design two or more cases or objects that are similar in some respects are compared using more or less identical methods. This research proposes to look at two similar FE Colleges and comparative design was chosen because the researcher felt that this design would provide a deeper understanding of the issues surrounding the use of electronic resources in FE College Libraries.

The comparative design can be achieved using either quantitative or qualitative research according to Bryman (2012, p.72). With the former the data collection method takes the form of a cross-sectional format where as it takes the form of a multiple-case study with the latter (Bryman, 2012). Quantitative research emphasizes the collection of numerical data that are analysed using mathematically based methods and is concerned with explaining social phenomena (SAGEPUB, 2010). However qualitative research is more concerned with words than numbers and emphasizes the 'human' side of an issue where an understanding of the social world as seen and interpreted by participants is of the utmost importance (Bryman, 2012).

### ***3.4 Research Methods***

For the purpose of this research a decision was taken to use both quantitative and qualitative research methods. Within the literature there are various arguments against using both methods but according to Bryman (2012) there are at least two arguments against mixed methods. The first argument surrounds the idea that research methods support epistemological commitments and the second argument deals with the idea that both methods represent separate paradigms. However there are a growing number of academics and researchers across a variety of discipline areas using this mixed methods approach according to Cameron (2011). This combined method or 'hybrid approach' is argued to 'triangulate' i.e. to back up a set of findings from one methodology of data collection with another very different methodology according to Bryman (2012).

The literature review has revealed a number of studies on user behaviour that have used this mixed or hybrid method such as the JUBILEE project. In their report of the JUBILEE project Banwell and Coulson declares that,

User studies are, by definition, about people, behaviour and contexts. They need both quantitative and qualitative approaches to be combined to produce both the holistic view and the robust data needed to triangulate and thereby validate data collected (Banwell and Coulson, 2004, p.1).

According to Banwell and Coulson (2004) this combined method or 'hybrid approach' is argued to 'triangulate' i.e. to back up a set of findings from one methodology of data collection with another very different methodology. The argument in favour of using multiple methods for collecting data according to Martzoukou (2005, p.3) is very strong and has led to a combination of methods such as user observation, in-depth interviews, diaries and think aloud techniques being used in Web information seeking research as a way of strengthening the internal validity of findings. Thus the researcher felt that using this combined method would provide a richer research experience that would help to validate the findings of both methods.

### **3.4.1 Questionnaire**

Questionnaires are one of the main methods of gathering data in social research (Bryman, 2012) and can be administered in various ways. The most common forms are via the post, online or groups. With postal questionnaires the questionnaire is sent via the post to the respondents address. In online questionnaires the questionnaire can be administered either via an email message or the web in which case respondents are asked to click on a link that takes them to the website containing the questionnaire. Group administered questionnaires are given to a specific group of people participating in a research experiment (Psychiwiki, 2010). The advantages and disadvantages of each type are identified below.

#### **3.4.1.1 Postal Administered Questionnaire**

Postal administered questionnaires have the advantage of being cheap, quick and lends itself to a large sample size more than other methods (Bryman, 2012). However there is no way of knowing who has actually filled it in and this method suffers from a low response rate (RevisionWorld, 2007).

#### **3.4.1.2 Online Administered Questionnaire**

Online administered questionnaires via the web or email have the advantage of being easy to administer, convenient for respondents, are visually appealing and requires no coding and there is quick processing of data since responses are automated (Bryman, 2012). However users may experience network or computing issues or may just delete the information about the questionnaire as an unwanted advert or spam.

#### **3.4.1.3 Group Administered Questionnaire**

Group administered questionnaires have the advantage of having a high response rate and is ideal because of its specificity as it is geared toward a specific group. This specificity enables the use of a variety of open and closed ended type of questions (Writing@CSU, 2011). However this method has a small sample size and can be problematic to organise as it relies on getting all the respondents together at a time that is convenient to all to conduct the survey.

### **3.4.2 Interview**

The interview is a method that is widely used in qualitative research. Although there seems to be different types in qualitative research the two main types according to Bryman (2012) are the unstructured interview and semi-structured interview. With the unstructured interview the style of questioning is usually informal. The interviewer at most has a basic plan of the topics to be discussed which helps to guide the discussion but questions tend to be open ended allowing for self expression from respondents (RWJF, 2008). With the semi-structured interview the style of questioning is formal. The interviewer has a series of questions in the form of an interview schedule in a particular order but can vary the sequence of questions if necessary

(RWJF, 2008). The interviewer also has the freedom to ask further questions or probe the interviewee should this be necessary (Bryman, 2012). The advantages and disadvantages of each type are identified below.

#### **3.4.2.1 Unstructured Interview**

Unstructured interviews have the advantage of being more flexible as questions can be adapted based on the respondents answers. In addition this method allows the interviewer to probe and encourage respondents to talk in depth for better understanding and clarification (Simply Psychology, 2014). However this method can be time consuming as respondents are allowed to elaborate on their responses, which can cause the topic to go off track resulting in the collection of erroneous data (Wikipedia, 2014).

#### **3.4.2.2 Semi-structured Interview**

Semi-structured interviews have the advantage of being flexible; questions are prepared ahead of time and can provide reliable comparable qualitative data (RWJF, 2008). However this method can be time intensive and requires a lot of preparation on the part of the interviewer (WiseGeek, 2015).

#### **3.4.3 Choice of Research Instruments**

Having looked at the advantages and disadvantages of the types of questionnaire and interview methods, the group-administered questionnaire and the semi-structured interview was selected as the preferred research instruments for the research.

The group-administered questionnaire was chosen as the researcher felt this provided the best option of gaining a high response rate (Bryman, 2012). Even though students have very busy timetables the researcher felt confident that time could be arranged via the Library Manager at the institutions for this questionnaire to be administered. This would enable the questionnaire to be distributed to specific groups of students and for their responses to be collected at the same time, an advantage that the postal and online questionnaires lacked. The group administered questionnaire would be

constructed to collect both quantitative and qualitative data via the use of open ended and closed questions.

The semi-structured interview was chosen as the researcher felt this provided the best option of gaining in-depth understanding on certain issues regarding the availability of electronic resources at the FE Colleges. These issues pertain to those of the FE College Library Managers which could not necessarily be obtained via a questionnaire. The researcher felt that the interview offered the best possibility of gaining insight into the views, challenges and opinions of the Library Managers about the resources they make available to their users.

### ***3.5 Population***

The research is to be carried out among at two similar FE Colleges. The research is aimed at FE College students who due to the nature of their course are required to use electronic resources, have access to e-resources and at sometime should have attended an induction or workshop on the use of e-resources. These students are on Level 3 and above courses such as Foundation Degree courses and Access to Higher Education courses. The FE Colleges in question both offer Higher Education courses and have a population around 400-735 pursuing these courses. The research is also aimed at the Library Managers or Senior Library Staff at these institutions that acquire and manage these electronic resources that are made available for use. The population to be sampled are listed below:

- Access to Higher Education
- BA Top up Degrees
- Higher National Certificate (HNC)
- Higher National Diploma (HND)
- Foundation Degrees

### ***3.6 Sampling Method***

Purposive sampling was the sampling method chosen for the research. According to Bryman,

Purposive sampling is a non-probability form of sampling. The goal of purposive is to sample cases/ participants in a strategic way, so that those sampled are relevant to the research question being posed (Bryman 2012, p. 418).

According to Bryman (2012), purposive sampling is ideal if your sample is relevant to the research question being asked. In this sense purposive sampling was chosen as the researcher believed that this method offered the best option in terms of surveying the chosen population based on the aims and objectives of the study. It would not be feasible to survey the entire student population within FE Colleges. However, by targeting students on Level 3 courses and above in various subject areas allows the researcher to sample the population most relevant to the research. Using purposive sampling does not allow results to generalize to a population and has the potential for bias as it is the researcher selecting the sample according Kothari (2004). However for researchers pursuing qualitative or mixed method research designs, this is not considered to be a weakness (Lund Research Ltd, 2012). In addition, even if the sample is small if the research is conducted impartially it has the potential to produce reliable results according to Kothari (2004).

#### **3.6.1 Advantages of Purposive Sampling**

Some of the advantages of purposive sampling are listed below:

- May be adopted because of the relative advantage of time and money (Kothari, 2004, p.59).
- There is homogeneity of subjects used in the sample (Sharma, 2008, p.123).
- Can provide valid results if researcher is unbiased (Kothari, 2004, p.59).
- This approach is well suited to small-scale samples and promotes richness in constituents and diversity (Ritchie and Lewis, 2003).

### **3.6.2 Disadvantages of Purposive Sampling**

Some of the disadvantages of purposive sampling are listed below:

- Generalization to the entire population cannot be made using this method (Bryman, 2012).
- Relies on the researcher's choice of selecting the sample which can lead to bias (Kothari, 2004).
- Since such a small sample population is often used, there is the potential for errors in sampling subject (Sharma, 2008, p.123).

### **3.7 Sample**

It was the intention of the researcher to sample students pursuing courses on Level 3 and above. The proposed sample was:

- Levels
  - ❖ 2 subject areas/ courses at Level 3
  - ❖ 2 subject areas/ course at Level 4
  - ❖ 1 subject area/ course at Level 5
  - ❖ 1 subject area/ course at Level 6
- Number of Library Manager/ Senior Library Staff: 1 per college

The rationale for the sample chosen was to provide an acceptable representative sample by:

- Size of institution (College A was considerably smaller to College B).
- Number of courses available at each level (College B had more courses across Level 3-Level6 than College A).
- The mix of subject areas at Level 3 and above represented the rich blend of courses offered at FE Colleges.
- The students on the courses selected were accessible to the researcher. This was especially the case at College A where the researcher worked. At College B however permission was sought and granted from their Ethics Committee to conduct the research.

Provisional target numbers were as follows:

- \*College A's population pursuing courses at Level 3 – Level 6 = 400 approximately (see Table 3)
- \*College B's population pursuing courses at Level 3 – Level 6 = 735 approximately (see Table 3)

**Table 3: Sample showing course levels and targeted population for questionnaire.**

College A (Size: Small <6000 students (*approx. 400 at HE))			College B (Size: Medium >6000 <8000 students (approx. *735 at HE))	
Level	Course	No. Of students on course	Course	No. Of students on course
Level 3	Access to Radiography	33	Access to Nursing	79
	Access to Sport Science	30	Access to Business	13
Level 4	Foundation Degree in Early Years	29	Public Health & Social Care	53
	Higher National Certificate in Fine Art	14	Foundation Degree in LLB Law	26
Level 5	Higher National Diploma in Fine Art	10	Diploma in Education and Training	43
Level 6	BA Top up in Fine Art	8	BA Top up in Early Childhood Studies	17
	<b>Total</b>	<b>124</b>	<b>Total</b>	<b>231</b>

Using a non-probability sampling method such as purposive sampling made it difficult to apply statistical tests or formulas as no sample frame is required (UWE, 2007). It was therefore difficult to apply statistical tests or formulas as in probability sampling to this research. The researcher made a decision to use the percentages and raw figures collected from both colleges without normalising the data when drawing comparisons between both colleges as the response rate among them were similar even though they are of different size.



### ***3.8 Questionnaire Development***

The questions for the questionnaire were developed via research from the literature regarding the use of electronic resources in Academic Libraries. The questionnaire was developed under three main categories:

1. General information- general information about the student, their mode of study and course details.
2. Information need- what resources they use, why are they used and the extent to which they are used.
3. Barriers or challenges – problems or issues experienced using electronic resources.

The questions chosen were reflective to the aim and objectives of the research. At the beginning of the questionnaire is a brief introduction about the survey and its purpose and how the data will be used. The questionnaire consisted of 20 questions. A simple layout was chosen and questions were adequately spaced with an easy to read typeface. The text for each question was kept together and there were no broken questions. Similar questions were also kept together with general questions being asked before more specific questions which helped to add to the fluidity of the questionnaire.

A number of closed questions were used for e.g. questions 1, 2 and 3 with some questions providing the opportunity for an open ended response as an alternative for e.g. questions 5, 8 and 9. Likert scales were also used to record the strength or feeling regarding e-resource use for e.g. questions 10, 13 and 19.

### ***3.9 Interview Development***

In keeping with the semi-structured interview method chosen for the interview, the researcher considered questions related to the aim and objectives of the research. This led to an interview guide being constructed with questions on issues relating to e-provision, decision making, usage and barriers to use. Since the method chosen also

lent itself to a measure of flexibility, this was also incorporated into the guide with the researcher having the flexibility to dig deep into the knowledge and experiences of interviewees, a very important element in the interviewing process according to Turner (2010). At the beginning of the guide the researcher explains the purpose of the interview and address issues regarding confidentiality and consent to use the material. The guide also details information about how long the interview would take as well as provides the interviewee with the researchers contact details should they want to get in touch after the interview. The researcher also includes a note of asking the interviewee if they have any questions before proceeding with the interview. At the end of the interview the researcher has also noted to thank the interviewee for their time. The researcher decided that the interview would not be recorded using any recording equipment but would take written notes instead as it was felt that the use of such equipment may cause interviewees to be guarded in their responses. Open ended questions were prepared with prompts to help clarify a question as seen in question 4 and 6.

### ***3.10 Pilot***

According to Bryman (2012, p. 263) it is desirable to conduct a pilot before administering questionnaires or interviews and *states “piloting has a role in ensuring that the research instrument as a whole functions well”*. Piloting also provides the opportunity for the researcher to detect flaws and make the necessary changes before implementation (Turner, 2010). As such a pilot was undertaken for both the questionnaire and interview.

#### **3.10.1 Questionnaire Pilot**

A small pilot was undertaken among a few colleagues and students to ensure that the questionnaire was valid, that they work in practice and any problematic questions are amended accordingly. The pilot prompted a number of changes based on feedback and the following questions were revised on the final version of the questionnaire:

- Question 3 and 4
  - Originally the question **‘Are you enrolled Full-time or Part-time?’** was placed at Question 4. However Pilot participants indicated that question should be placed at Question 3 citing a logical flow to the questions and so it was placed at Question 3 instead.
- Question 12
  - The word **‘campus’** was replaced with **‘college’** as it was felt that the word campus was confusing.
- Question 13
  - **‘Not sure’** was added to the list of choices in Question 13 as pilot participants felt that this option was a valid response that was missing.
- Question 14
  - The term **‘institution’** was replaced with **‘college’** as pilot participants indicated that terms used should be consistent.

The final version of the questionnaire can be found at Appendix I.

### **3.10.2 Interview Pilot**

The interviews were primarily aimed at Library Managers or Senior Library staff with responsibility for the acquisition, promotion and preservation of e-resources. The aim therefore was to interview this individual to get their views about e-resources at their college. It is recommended that a pilot be undertaken with no more than two or three people according to Gillham (2005). It was also recommended in the literature that the pilot be carried out among participants with similar interest as those that will participate in the research (Turner, 2010). The pilot for the interview was therefore undertaken with a senior library colleague and another colleague who was a Library Manager at another college. The pilot provided the researcher with the opportunity to practice interviewing skills and techniques and the refinement of research questions.

The pilot resulted in a number of changes to questions. After the pilot the researcher realised that many of the responses were similar and could be coded using options that could be easily circled during the interview for easy recording. Coding responses in this way makes it easier when summarizing the results (Bell, 2014). Some of the questions where coding was applied are shown below:

- **Question 1**

As manager are you pleased with the e-resources being provided at the college?

Yes = (provide examples)

No = (any particular reason?)

To some extent = (why is this?)

- **Question 5**

How effective do you judge your provision of EIS to be?

Very effective

Fairly effective

Not effective

The final version of the interview schedule can be found at Appendix II

### ***3.11 Ethics and Consent***

Throughout the research ethical procedures were followed. This research does not target vulnerable groups. Participants were informed by tutors in advance of the data collection exercise and their consent was requested via an invitation letter explaining the purpose of the research and how the data will be used before the research was undertaken see Appendix III and Appendix IV. Permission to conduct the research was sought by the Principal and CEO of College A see Appendix V and by the Ethics Committee at College B see Appendix VI and Appendix VII. The researcher emphasized that participation in the exercise was completely voluntary and that all responses would be kept anonymous and confidential. The researcher also provided their

contact details, should participants need further clarification on the process. All participants were informed that all information collected during the exercise would only be used for the dissertation and could contribute to the development of electronic resources at participating institutions.

### ***3.12 Data Collection***

The data was collected in March 2015 over a three week period. This seemed to be the best time to undertake the research as most of the learners targeted for the research were available in terms of being on site.

#### **3.12.1 Questionnaire**

##### **College A**

At College A where the researcher worked, permission to conduct the questionnaire and interview was sought from the Principal and CEO of the College in February 2015. Tutors were then contacted and dates and times were agreed to carry out the research in classrooms. In some instances the researcher was invited by the tutor before the end of class to speak to learners about the survey before distribution. The researcher would then wait to collect all responses before learners left the class. At other times the researcher would be invited to speak to learners at the beginning of the class and leave the questionnaire with the tutor to distribute and return to the researcher at the end of the class. These arrangements worked very well. At College A, a total of 105 questionnaires were distributed.

##### **College B**

Before undertaking research at College B permission had to be sought from the College's Ethics Committee. Permission was sought from the Ethics Committee at College B on 18<sup>th</sup> February 2015. Confirmation of the Ethics Committee authorisation of the research was received via email on the 26<sup>th</sup> February 2015. Since the researcher did not have direct access to the learners at College B they relied on the Library Manager to help organise the learners for the research. The Library Manager contacted various Academic Leaders and who recommended that either Wednesday

or Friday during the week of 16<sup>th</sup> March 2015 would be best to conduct the research as most learners would be present. The researcher liaised further with the Library Manager to survey whole classes and Tutors were then informed of the date of the research. At College B 160 questionnaires were distributed.

### **3.12.2 Interview**

The interviews at College A and B were face to face interviews. These interviews were not difficult to arrange as the individuals were willing to take part in the research having been briefed about it in November 2014. Before the semi-structured interview began participants were thanked for agreeing to participate, briefed about the estimated length of the interview, the purpose of the research and consent was gained to use the data collected in the research. All data collected was hand written and transcribed immediately after the interview.

### ***3.13 Methods of Data Analysis***

The data collected via the interviews was evaluated by hand using Microsoft Word. For excerpts of the interviews at College A and B see Appendix VIII and Appendix IX respectively.

The data collected via the questionnaires were entered into Survey Monkey. Survey Monkey is an online survey company that provides access to customizable surveys that can be used for data analysis, branding and marketing purposes (Wikipedia, 2015). The data was then exported into a Microsoft Excel Spread Sheet where they could be manipulated into tables, charts and graphs. To view the summary of the results of the questionnaire for College A and B see Appendix X and Appendix XI respectively.

### ***3.14 Limitations and lessons learned***

There was a measure of success with regards to the research methods used. The semi-structured interviews were successful as well as the way in which the group administered questionnaire was distributed. However, there were some limitations to

the research at both colleges. It was the intention of the researcher to survey 2 courses at Level 4 at College A. However, because of scheduling issues it was only possible to survey 1 group at Level 4. Scheduling issues also occurred at College B with the Diploma in Education and Training group a Level 5 course, as they were offsite during the week of the survey see Table 4 for groups that were surveyed. There is no doubt in the mind of the researcher that had another day been arranged to survey other year groups the response rate would have been higher at College B.

**Table 4: Course groups surveyed at College A and B**

Course Level	Courses Surveyed at College A	Courses Surveyed at College B
Level 3	Access to Radiography	Access to Nursing
	Access to Sport Science	Access to Business
Level 4	Foundation Degree in Early Years	Public Health & Social Care
		Foundation Degree in LLB Law
Level 5	Higher National Diploma in Fine Art	
Level 6	BA Top up in Fine Art	BA Top up in Early Childhood Studies

### ***3.15 Summary***

The research methods chosen for the research is explained and discussed. The various types of questionnaires as well as their advantages and disadvantages were explored and the group administered questionnaire was chosen as the best option. Likewise the various types of interviews as well as their advantages and disadvantages were also explored and the semi-structured interview was deemed to be most effective. The combined method of using both qualitative and quantitative methods worked well. Use of the Survey Monkey tool proved successful as it provided instant analysis of the data in the form of graphs, charts and tables that could be easily manipulated into Microsoft Word. An appropriate sample was devised for both colleges however there were limitations to this. While the response rate was good at College A due to the fact that the researcher had the means of surveying course groups on different days this was not the case at College B. At College B due to scheduling issues the researcher missed groups that were not in on the day of the survey. The following chapter will look at the results of the data collected at College A and B.

## **4. Results**

### ***4.1 Introduction***

This chapter presents the results of the data collected using the methodology outlined in Chapter 3. The response rate to the questionnaire is discussed in section 4.2 and this is followed by general information about the respondents from College A and B in section 4.3. In section 4.4 the research questions are presented and is therefore subdivided to address the research questions linked to the objectives based on the responses from the questionnaire as well as the responses provided by the Library Managers to interview questions from College A and College B.

### ***4.2 Response rate***

As mentioned in the previous chapter the choice of using a non-probability sampling method meant statistical methods could not be used to draw inference from the sample as no sample frame is required (UWE, 2007). It was therefore difficult to apply statistical tests or formulas as in probability sampling to this research. As such the researcher made the decision to use the raw figures when presenting the data in the tables and figures when drawing comparisons between both colleges as the response rate among them were similar.

The questionnaire was conducted in March 2015 and was aimed at students on courses from Level 3 – Level 6 at College A and B. College A had approximately 400 students pursuing courses at Level 3 – Level 6 and from this group a sample was chosen to be surveyed as illustrated in Table 5. Of the sample chosen to be surveyed at College A there was a response rate of 64.5%. College B had approximately 735 students pursuing courses at Level 3 – Level 6 and from this group a sample was also chosen to be surveyed see Table 5. Of the sample chosen to be surveyed at College B there was a response rate of 39.6%.



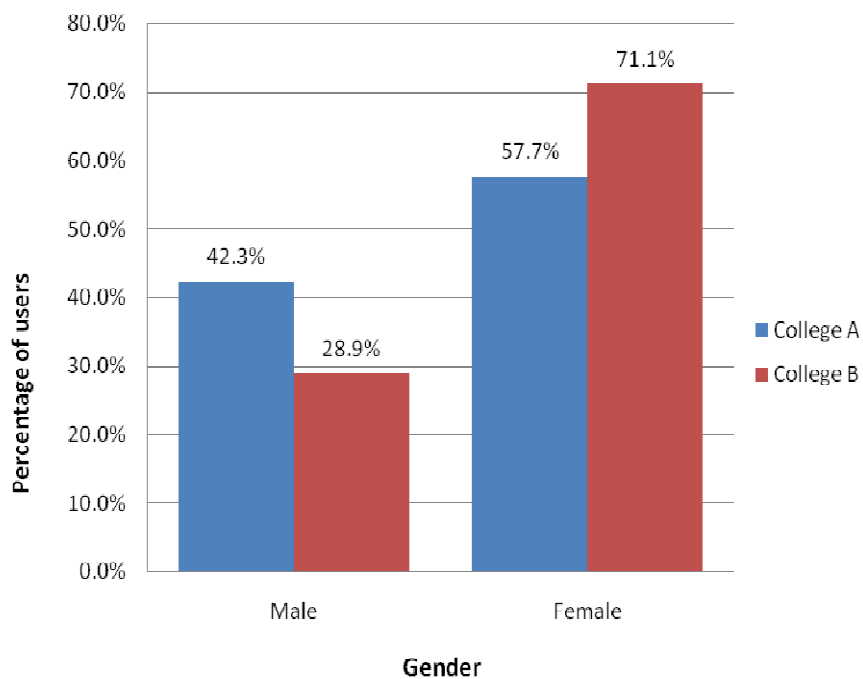
**Table 5: Response rate to questionnaire at College A and B for target group**

	<b>College A (Population Size Level 3 -Level 6: approx. 400 students)</b>			<b>College B (Population Size Level 3 - Level 6: approx. 735 students)</b>		
<b>Level</b>	<b>Course</b>	<b>No. of Students on course</b>	<b>No. of students that responded</b>	<b>Course</b>	<b>No. of Students on course</b>	<b>No. of students that responded</b>
<b>Level 3</b>	Access to Radiography	33	15	Access to Nursing	79	21
	Access to Sport Science	30	21	Access to Business	13	10
<b>Level 4</b>	Foundation Degree in Early Years	29	21	Public Heath & Social Care	68	25
				Foundation Degree in LLB	15	10
<b>Level 5</b>	Higher National Diploma in Fine Art	10	6			
<b>Level 6</b>	BA Top up in Fine Art	8	8	BA Top up in Early Childhood	17	10
	<b>Total</b>	<b>110</b>	<b>71</b>	<b>Total</b>	<b>192</b>	<b>76</b>
	<b>Reponse Rate</b>	<b>64.5%</b>		<b>Reponse Rate</b>	<b>39.6%</b>	

## ***4.3 General Information***

### **4.3.1 Gender**

The response by gender was similar at both colleges where there were more female than male responses. At College A 57.7% of responses were female and 42.3% male. While at College B 71.1% were female and 28.9% male see Figure 2.



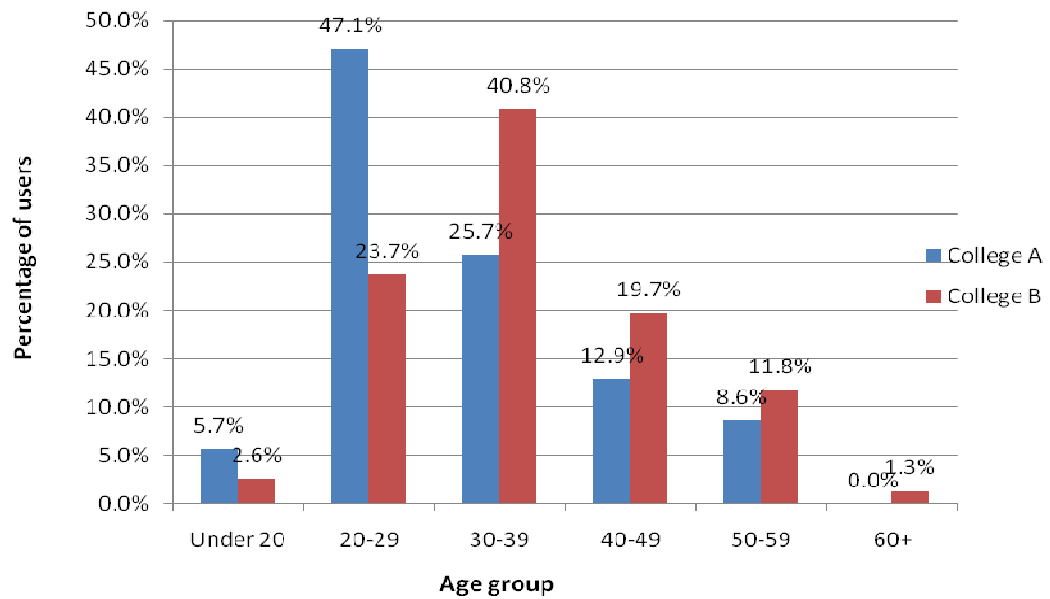
**Figure 2: Responses by gender at College A and College B**

**Table 6: Responses by gender showing percentages and raw figures for College A and B**

Gender	College A n=71 %	College B N=76 %
Male	42.3% (30/71)	28.9% (22/76)
Female	57.7% (41/71)	71.1% (54/76)

### 4.3.2 Age

The two main age groups studying and Level 3 and above at both colleges are the 20-29 and 30-39 age groups. At College A 47.1% of respondents are within the 20-29 age group followed by 25.7% in 30-39 age group. Whereas at College B 40.8% are in the 30-39 age group and 23.7% in the 20-29 age group see Figure 3. This also confirms that most students pursuing these courses are over the age of 18years.



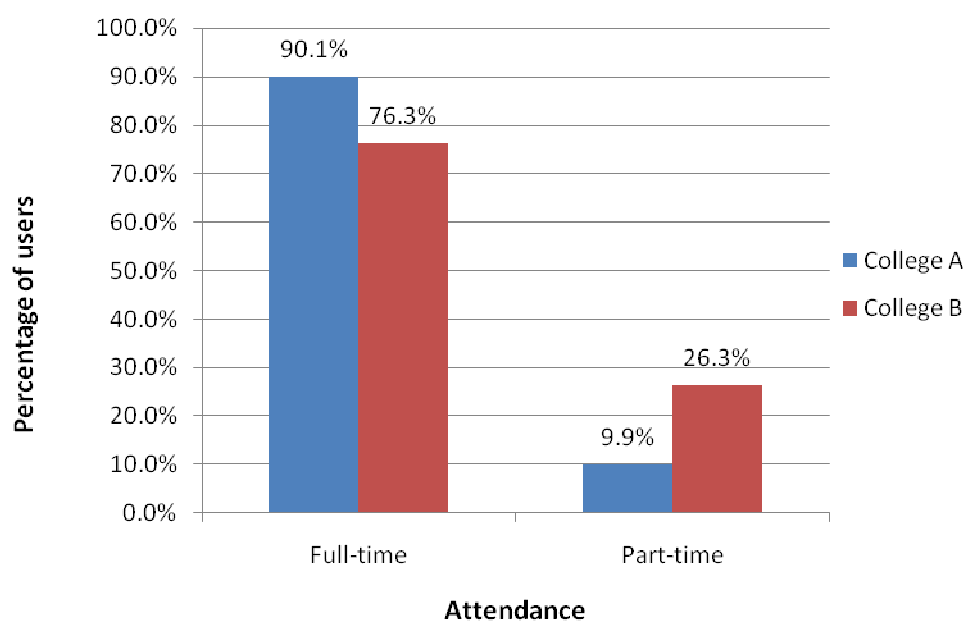
**Figure 3: Responses by age group at College A and B**

**Table 7: Responses by age showing percentages and raw figures for College A and B**

Age	College A n=71 % Age not stated n=1	College B N=76 %
Under 20	5.7% (4/70)	2.6% (2/76)
20-29	47.1% (33/70)	23.7% (18/76)
30-39	25.7% (18/70)	40.8% (31/76)
40-49	12.9% (9/70)	19.7% (15/76)
50-59	8.6% (6/70)	11.8% (9/76)
60+	0% (0/70)	1.3% (1/76)

### 4.3.3 Attendance

There are more students enrolled on full-time courses than part-time courses at both colleges. At College A 90.1% of respondents are Full-time and 9.9% Part-time. At College B 76.3% are Full-time and 26.3% are Part-time see Figure 4.



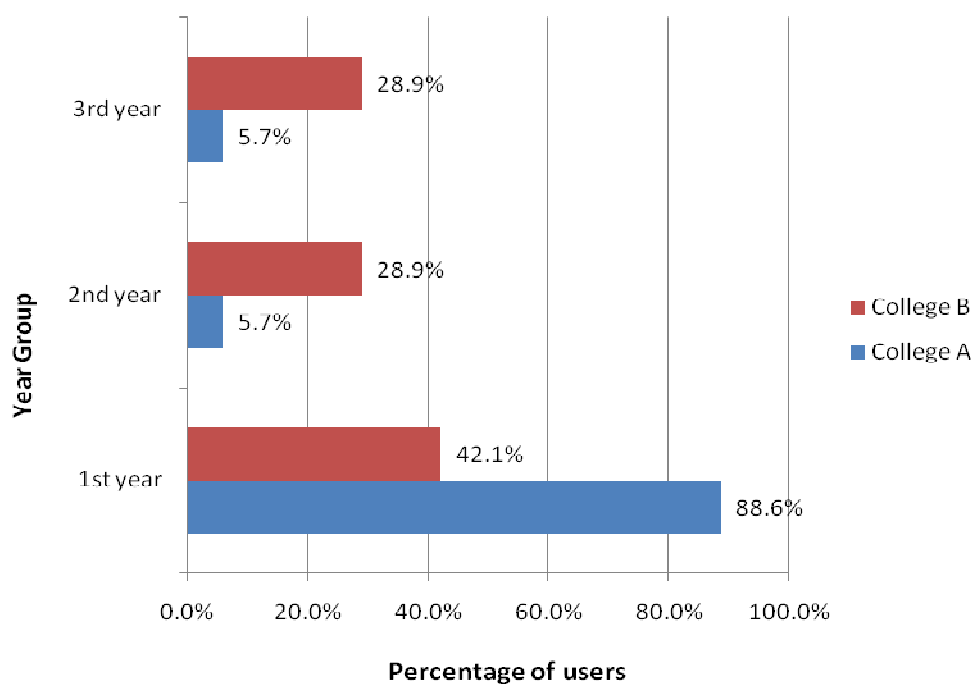
**Figure 4: Attendance at College A and B**

**Table 8: Responses for attendance showing percentages and raw figures for College A and B**

Attendance	College A n=71 %	College B N=76 %
Full-time	90.1% (64/71)	76.3% (58/76)
Part-time	9.9% (7/71)	26.3% (20/76)

#### 4.4.4 Year group

The number of students in the first year of their course, is greater than those in the second and third year across both colleges. At College A 88.6% of respondents are in their first year while 5.7% are in their second and third year. At College B 42.1% are in their first year while 28.9% are in their second and third year, see Figure 5.



**Figure 5: Year group at College A and B**

**Table 9: Responses by year group showing percentages and raw figures for College A and B**

Year group	College A n=71 % Year group not stated n=1	College B N=76 %
1 <sup>st</sup> year	88.6% (62/70)	42.1% (32/76)
2 <sup>nd</sup> year	5.7% (4/70)	28.9% (22/76)
3 <sup>rd</sup> year	5.7% (4/70)	28.9% (22/76)

#### ***4.4 Research Questions Findings***

Within this section we will look at the findings of the research based on the objectives of the study that are linked to the following research questions:

**R.1. What Electronic Resources (ER) are currently available?**

**R.2. What is the extent of usage of the e-resources?**

**R.3. What challenges do users face when using Electronic Resources (ER)?**

#### 4.4.1 What Electronic Resources (ER) are currently available?

##### Objective 1. Identify the range of electronic resources that are available in FE Libraries

One of the objectives of the study was aimed at identifying the range of electronic resources that are available. Firstly respondents were asked about their awareness of electronic resources at their colleges, specifically their awareness of e-books and e-journals. The majority of students at both colleges were aware of electronic resources such as e-books and e-journals see Figure 6 and 7.

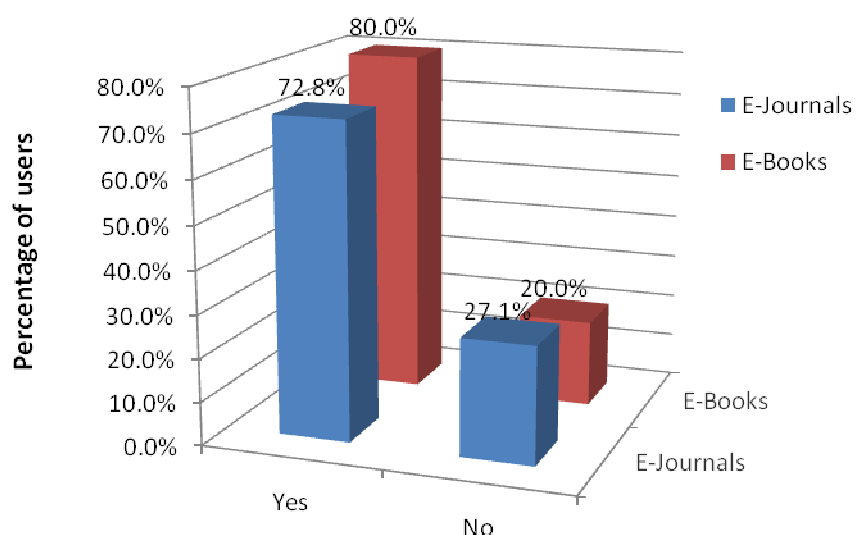
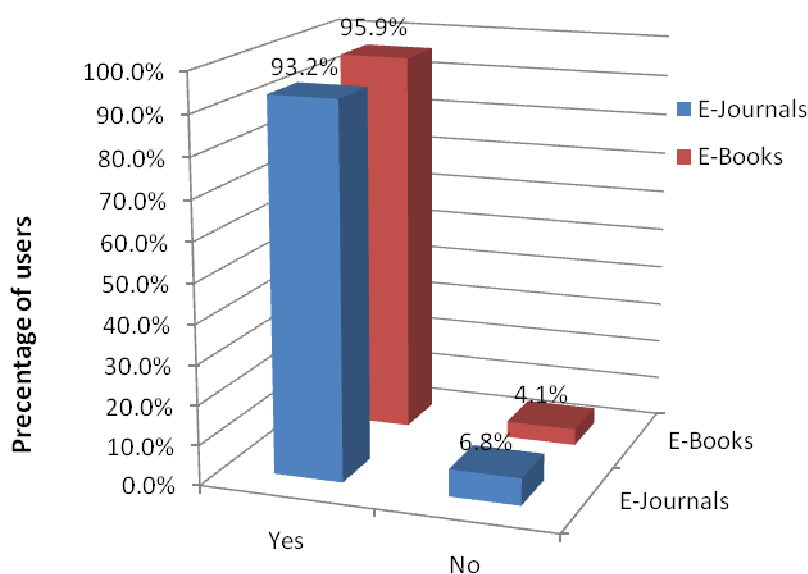


Figure 6: Awareness of e-journals/e-books at College A

Table 10: Awareness of e-journals/e-books showing percentages and raw figures for College A

Options	E-Journals	E-Books	Response Count
Yes	72.8% (51/70)	80.0% (56/70)	70
No	27.1% (19/70)	20.0% (14/70)	70



**Figure 7: Awareness of e-journals/e-books College B**

**Table 11: Awareness of e-journals/e-books showing percentages and raw figures for College B**

Options	E-Journals	E-Books	Response Count
Yes	93.2% (69/74)	6.8% (5/74)	74
No	95.9% (70/73)	4.1% (3/73)	73

To ascertain the range of electronic resources available at both colleges' respondents were asked to indicate the type of e-resources they use. The results are presented in Table 12. These results indicate that at both colleges the Internet is used the most followed by email while CD ROM is used least of all.

**Table 12: E-resources used showing percentages and raw figures for College A and B**

E-Resources	College A % (n = 71)	College B % (n = 76)
Databases (e.g. EBSCOhost)	40.8% (29/71)	27.6% (21/76)
Internet (e.g. Google, Google Scholar)	88.7% (63/71)	88.2% (67/76)
Online Course Materials	39.4% (28/71)	60.5% (46/76)
Library Catalogue	33.8% (24/71)	38.2% (29/76)
E-Magazines	2.8% (2/71)	7.9% (6/76)
CD ROM	0.0% (0/71)	1.3% (1/76)
Email	59.2% (42/71)	64.5% (49/76)
E-Books	31.0% (22/71)	53.9% (41/76)
E-Journals	40.8% (29/71)	52.6% (40/76)
Blackboard/Moodle (VLE)	57.7% (41/71)	57.9% (44/76)

## **Objective 2. Factors that determine what electronic resources are made available**

To ascertain factors that determine what electronic resources are made available, Library Managers at College A and B were interviewed. Both managers were asked a series of questions regarding the range of e-resources provided at their colleges. When asked if they were pleased with the e-resources being provided at their college both managers indicated that they were pleased.

*‘Yes, they are not bad’. (Library Manager, College A)*

*‘Yes, generally we have strong e-resources’. (Library Manager, College B)*

The Library Managers were then asked about some of the factors that determine what electronic resources are made available. Their response to the questions was similar. The manager at College A listed factors such as tutor request, cost, licensing models, as well as content and platform compatibility as being factors that determine what is made available. The manager at College B also mentioned tutor request, cost and compatibility with their EBSCO discovery platform as factors that determine what is made available. The following is an excerpt from the interviews of Library Managers at College A and B:

*‘We look at the request from tutors and basically what’s available. Cost of course is a major issue for us as some licensing models are better than others. We also look at the content to try to provide content that is interactive as opposed to just PDF material. They also need to authenticate via shibboleth and be compliant and compatible with our VLE platform’. (Library Manager, College A)*

*‘We source according to what is requested by tutors via reading lists and although cost is a factor, whatever we source must be compatible with EBSCO Discovery. If it isn’t we won’t get it’. (Library Manager, College B)*

The Library Managers were also asked about the implications requests for resources had on their budgets. Both Library Managers indicated that additional requests does



place added burdens on their budgets but that they take practical steps to cope in such instances such as prioritising reading list in the case of Library Manager at College A or a one in one out policy indicated by Library Manager at College B:

*'We prioritise request from lecturers and if there is any money left over we would consider other requests'. (Library Manager, College A)*

*'All our HE courses are validated by the University of Sussex and the reading lists are approved by Sussex also. FE is more or less just the textbook there is no demand for students to read around the subject, they stick to the textbook. However we have a one in one out policy so again departments need to decide what they really want'. (Library Manager, College B)*

When asked about whether their Collection Management policy address the development of e-resources at their college both Library Managers indicated that it did:

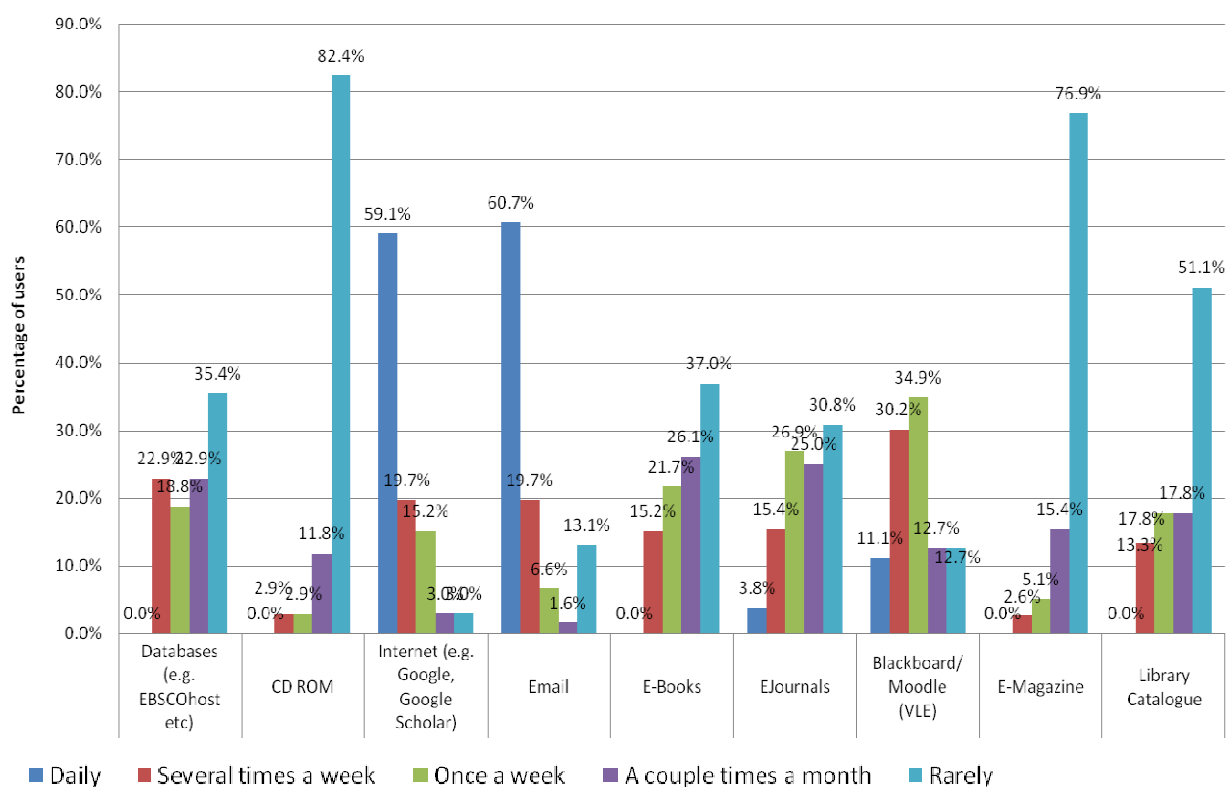
*'Yes, but we also look at the curriculum areas as well as the level. For the HE courses we always try to get electronic copies so they can have access remotely but would also get a few hard copies in as well'. (Library Manager, College A)*

*'Yes, we purchase e-books if they are available and a few print copies and we have more e-journals than print journals'. (Library Manager, College B)*

#### **4.4.2 What is the extent of usage of the e-resources?**

##### **Objective 3. Extent to which electronic resources are being used**

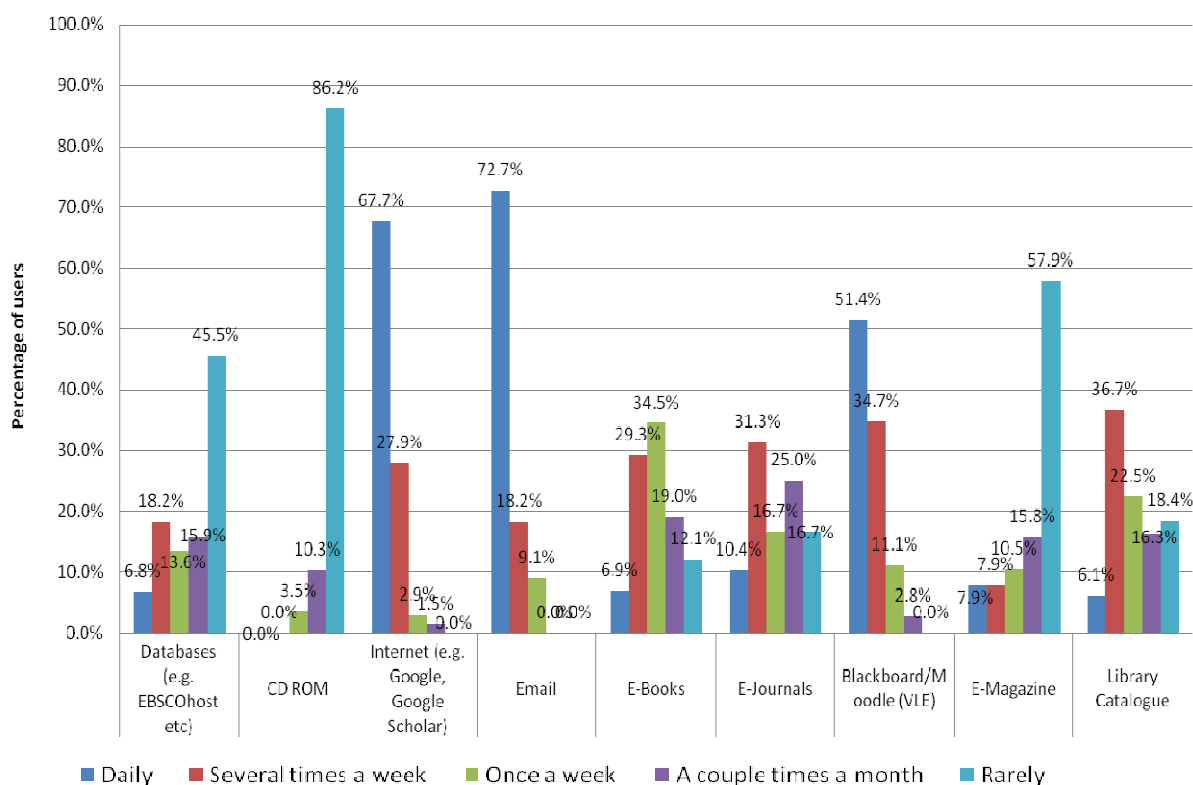
The extent to which these resources are used varies. At College A for example the Internet and Email are used more on a daily basis as opposed to the other e-resources such as e-books and e-journals which are rarely used, see Figure 8. However at College B although students use Email and the Internet more on a daily basis they also use Blackboard/Moodle (VLE) daily compared to College A, see Figure 9. However a greater number of students at College B use e-books and e-journals more frequently than at College A.



**Figure 8: Usage of e-resources College A**

**Table 13: Usage of e-resources showing percentages and raw figures College A**

E-Resources	Daily	Several times a week	Once a week	A couple times a month	Rarely	Response Count
Databases (e.g. EBSCOhost etc)	0% (0/48)	22.9%(11/48)	18.8%(9/48)	22.9%(11/48)	35.4%(17/48)	48
CD ROM	0%(0/34)	2.9%(1/34)	2.9% (1/34)	11.8%(4/34)	82.4%(28/34)	34
Internet (e.g. Google, Google Scholar)	59.1%(39/66)	19.7%(13/66)	15.2%(10/66)	3%(2/66)	3%(2/66)	66
Email	60.7%(37/61)	19.7%(12/61)	6.6%(4/61)	1.6%(1/61)	13.1%(8/61)	61
E-Books	0%(0/46)	15.2%(7/46)	21.7%(10/46)	26.1%(12/46)	37%(17/46)	46
E-Journals	3.8%(2/52)	15.4%(8/52)	26.9%(14/52)	25%(13/52)	30.8%(16/52)	52
Blackboard/Moodle (VLE)	11.1%(7/63)	30.2%(19/63)	34.9%(22/63)	12.7%(8/63)	12.7%(8/63)	63
E-Magazine	0%(0)	2.6%(1/39)	5.1%(2/39)	15.4%(6/39)	76.9%(30/39)	39
Library Catalogue	0%(0)	13.3%(6/45)	17.8%(8/45)	17.8%(8/45)	51.10%(23/45)	45

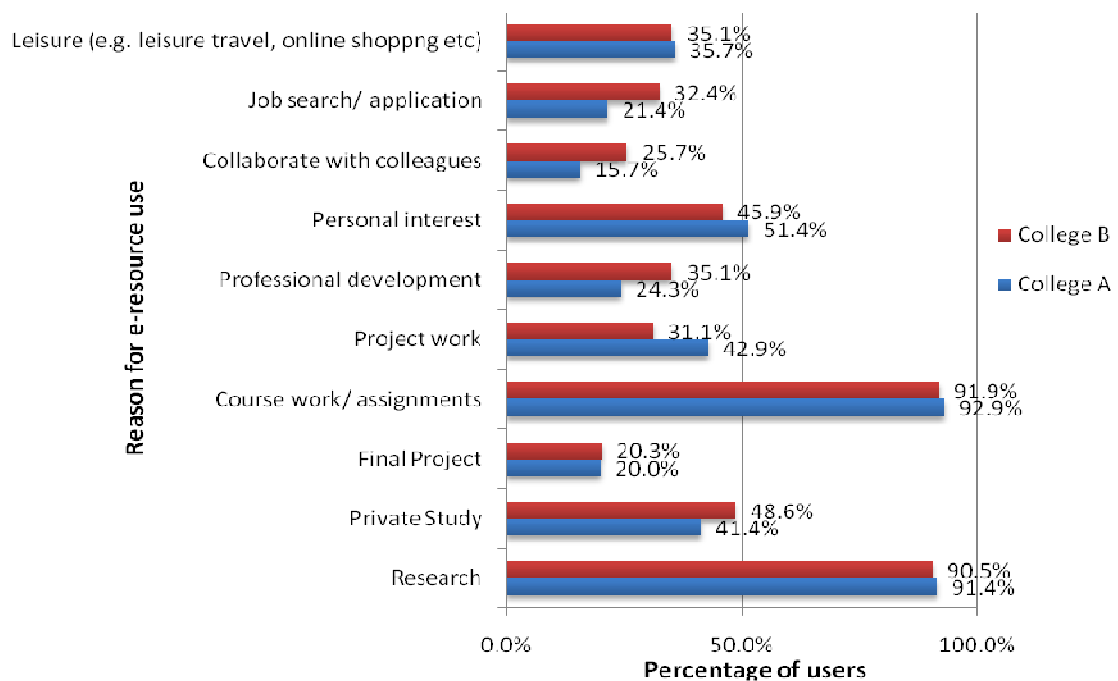


**Figure 9: Usage of e-resources College B**

**Table 14: Usage of e-resources showing percentages and raw figures**

E-Resources	Daily	Several times a week	Once a week	A couple times a month	Rarely	Response Count
Databases (e.g. EBSCOhost etc)	6.8(3/44)	18.2%(8/44)	13.6%(6/44)	15.9%(7/44)	45.5%(20/44)	44
CD ROM	0%(0/29)	0%(0/29)	3.5%(1/29)	10.3%(3/29)	86.2%(25/29)	29
Internet (e.g. Google, Google Scholar)	67.7%(46/68)	27.9%(19/68)	2.9%(2/68)	1.5%(1/68)	0%(0/68)	68
Email	72.7%(48/66)	18.2%(12/66)	9.1%(6/66)	0%(0/66)	0%(0/66)	66
E-Books	6.9%(4/58)	29.3%(17/58)	34.5%(20/58)	19.0%(11/58)	12.1%(7/58)	58
E-Journals	10.4%(5/48)	31.3%(15/48)	16.7%(8/48)	25.0%(12/48)	16.7%(8/48)	48
Blackboard/Moodle (VLE)	51.4%(37/72)	34.7%(25/72)	11.1%(8/72)	2.8%(2/72)	0%(0/72)	72
E-Magazine	7.9%(3/38)	7.9%(3/38)	10.5%(4/38)	15.8%(6/38)	57.9%(22/38)	38
Library Catalogue	6.1%(3/49)	36.7%(18/49)	22.5%(11/49)	16.3%(8/49)	18.4%(9/49)	49

To get greater clarity as to why students use e- resources, the respondents were asked to indicate their main reasons for using e- resources. The results are presented in Figure 10. 92.9% of respondents at College A indicated Course work/assignment was their main reason followed by 91.4% with Research and 51.4% with Personal interest. At College B 91.9% of respondents indicated Course work/assignment was their main reason followed by 90.5% with Research and 48.6% with Private Study.

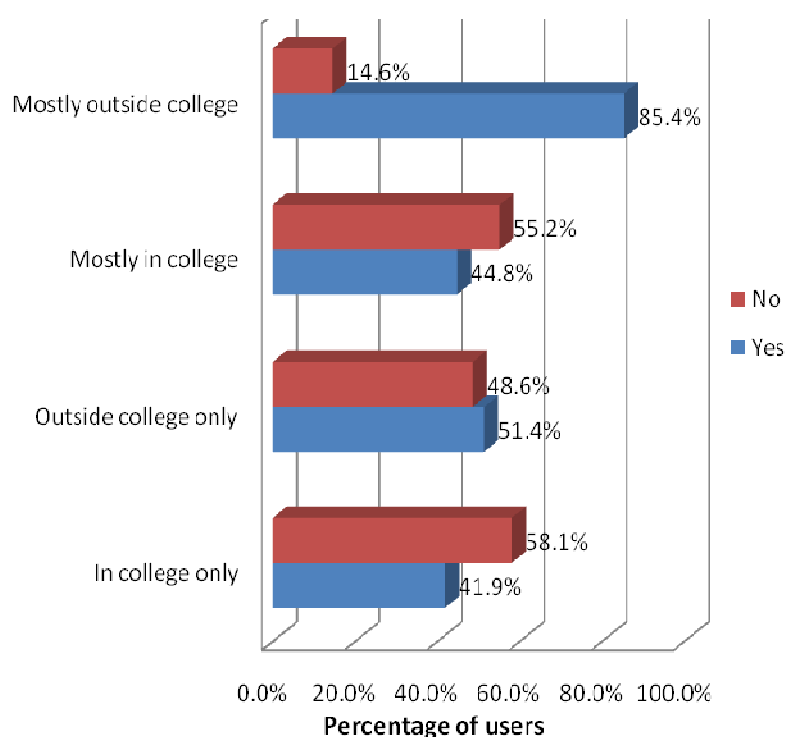


**Figure 10: Reasons for using e-resources College A and B**

**Table 15: Reason for e-resource use showing percentages and raw figures for College A and B**

Reason for e-resource use	College A % (n=71) Reason for e-resources use not stated n=1	College B % (n=76) Reason for e-resources use not stated n=2
Research	91.4%(64/70)	90.5% (67/74)
Private Study	41.4% (29/70)	48.6% (36/74)
Final Project	20.0% (14/70)	20.3% (15/74)
Course work/ assignment	92.9% (65/70)	91.9% (68/74)
Project work	42.9% (30/70)	31.1% (26/74)
Professional development	24.3% (17/70)	35.1% (26/74)
Personal interest	51.4% (36/70)	45.9% (34/74)
Collaborate with colleagues	15.7% (11/70)	25.7% (19/74)
Job search/ application	21.4% (15/70)	32.4% (24/74)
Leisure (e.g. leisure travel, online shopping etc.)	35.7% (25/70)	35.1% (26/74)
Other	1.4% (1/70)	1.3% (1/74)

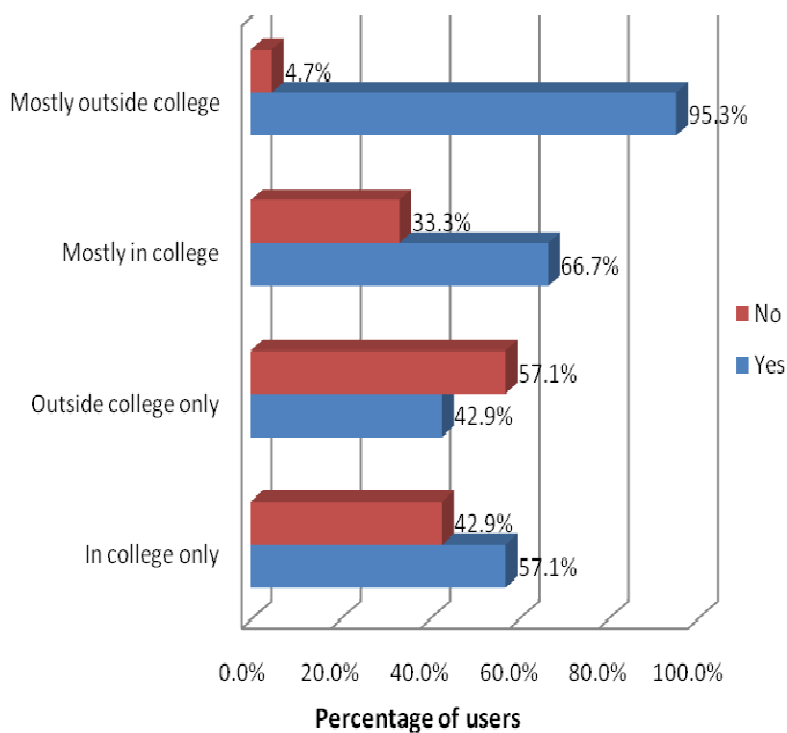
Respondents were asked to indicate how they access e-resources and their responses can be seen in Figure 11 and 12. The majority of respondents from College A and B indicated that they access e-resources mostly outside college with 85.4% indicating this at College A and 95.3% at College B.



**Figure 11: How students access e-resources College A**

**Table 16: Access to e-resources showing percentages and raw figures for College A**

Access	Yes	No
In college only	41.9% (13/31)	58.1% (18/31)
Outside college only	51.4% (18/35)	48.6% (17/35)
Mostly in college	44.8% (13/29)	55.2% (16/29)
Mostly outside college	85.4% (41/48)	14.6% (7/48)



**Figure 12: How students access e-resources College B**

**Table 17: Access to e-resources showing percentages and raw figures for College B**

Access	Yes	No
In college only	57.1% (16/28)	42.9% (12/28)
Outside college only	42.9% (9/21)	57.1% (12/21)
Mostly in college	66.7% (22/33)	33.3% (11/33)
Mostly outside college	95.3% (41/43)	4.7% (2/43)

#### 4.4.3 What challenges do users face when using Electronic Resources (ER)?

##### Objective 4. Factors that maybe a barrier to the use of electronic resources

Before addressing the barriers to e-resources the researcher wanted to determine how satisfied respondents were with the e-resources available and so respondents were asked how satisfied they were. A greater percentage of respondents at both colleges indicated that they were Satisfied with the e-resources they used see Figure 13.

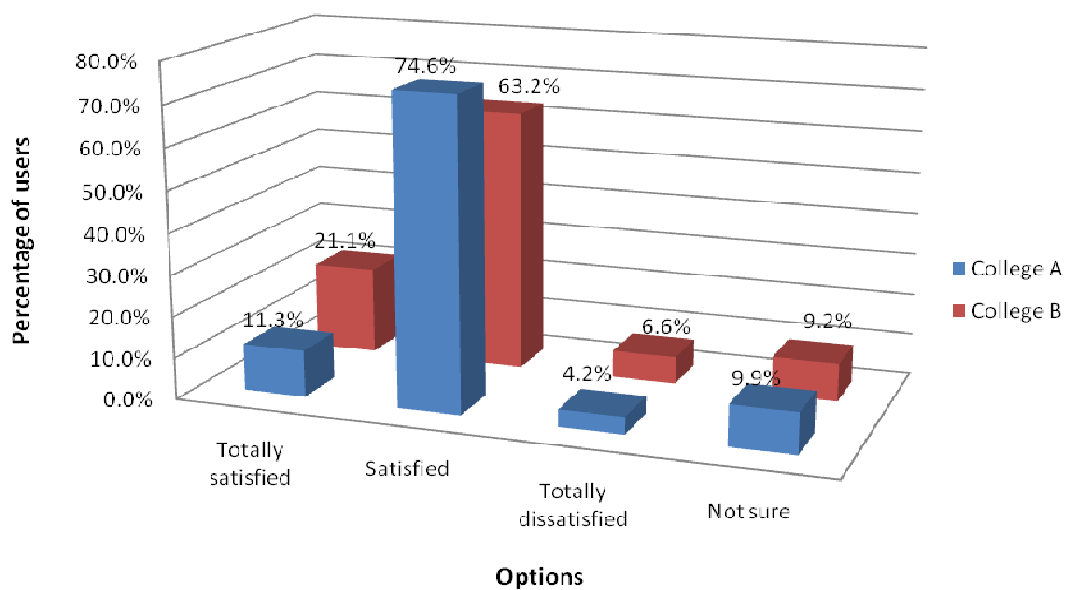
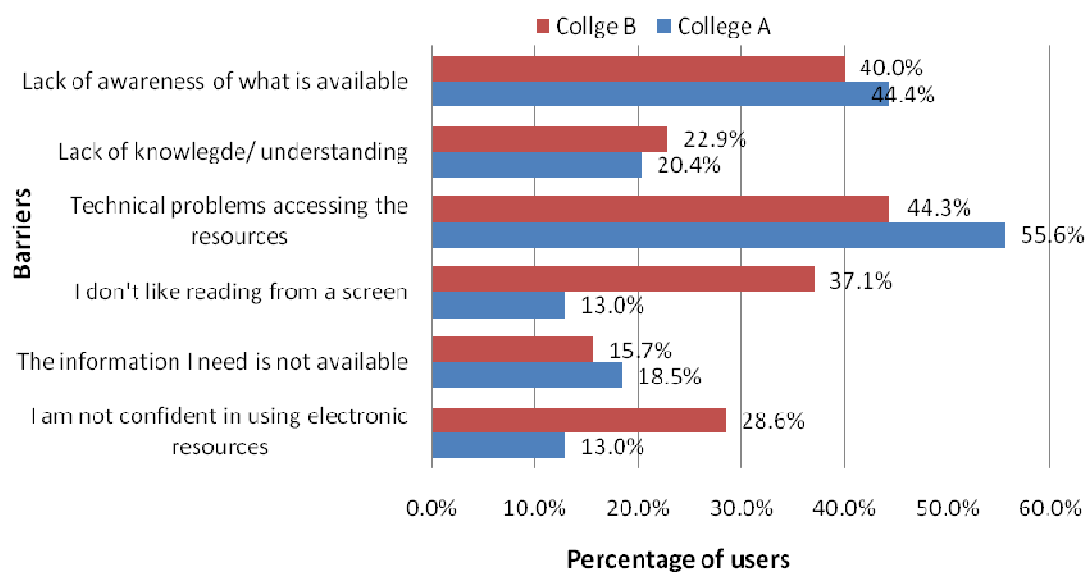


Figure 13: Satisfaction level with e-resources College A and B

Table 18: Satisfaction level with e-resources showing percentages and raw figures for College A and B

Satisfaction level with e-resources	College A % (n=71)	College B % (n=76)
Totally satisfied	11.3% (8/71)	21.1% (16/76)
Satisfied	74.6% (53/71)	63.2% (48/76)
Totally dissatisfied	4.2% (3/71)	6.6% (5/76)
Not sure	9.9% (7/71)	9.2% (7/76)

To determine factors that may be a barrier to using e-resources, respondents were asked to indicate what they thought were barriers. At both colleges a greater percentage of respondents cited Technical problems followed by Lack of awareness of what is available as barriers to using e-resources see Figure 14. 55.6% of respondents cited technical problems accessing the resources followed by 44.4% citing lack of awareness of what is available at College A. Similarly 44.3% of respondents cited technical problems accessing the resources followed by 40% indicating lack of awareness of what is available at College B.



**Figure 14: Barriers to using e-resources College A and B**

**Table 19: Barriers to using e-resource showing percentages and raw figures for College A and B**

Barriers to using e-resources	College A % (n=71) Barriers to using e-resources not stated n=17	College B % (n=76) Barriers to using e-resources not stated n=6
I am not confident in using electronic resources	13.0% (7/54)	28.6% (20/70)
The information I need is not available	18.5% (10/54)	15.7% (11/70)
I don't like reading from a screen	13.0% (7/54)	37.1% (26/70)
Technical problems accessing the resources	55.6% (30/54)	44.3% (31/70)
Lack of knowledge/understanding	20.4% (11/54)	22.9% (16/70)
Lack of awareness of what is available	44.4% (24/54)	40.0% (28/70)
Other	5.5% (3/54)	4.2% (3/70)

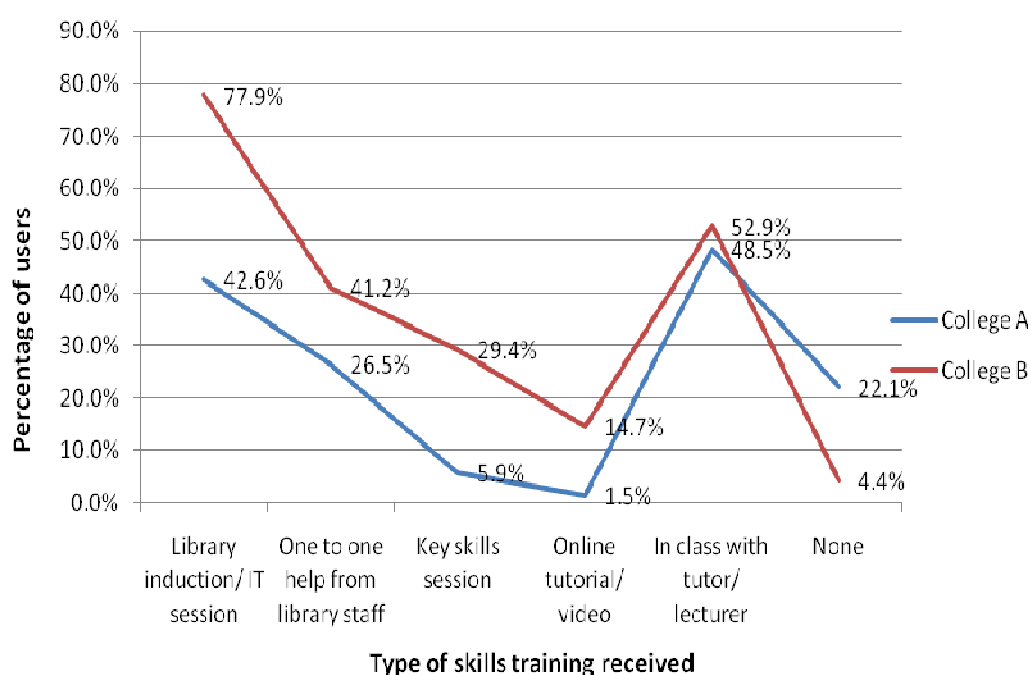


Library Managers at both colleges were also asked their opinions on what they believed to be barriers to the use of electronic resources. Both Library Managers cited Technical issues regarding accessing electronic resources as well as student's lack of information skills as barriers to the use of electronic resources:

*'Technical issues inside and outside college. Access issues. Poor level of literacy, some student's level of literacy are very poor and an eBook will not change that'. (Library Manager, College A)*

*'Not many learners have the skills required, many are mature learners. Some do not have internet access at home. We've had technical problems with Dawsonera of late and for students if they've had issues they are left with the impression that the system does not work and in some cases we've essentially lost these students'. (Library Manager, College B)*

Respondents were also asked to indicate what if any information skills training they had undergone at their college. Information skills training is an important element in the use or lack of use of electronic resources and the researcher wanted an indication as to whether or not students were exposed to this training. The results showed that the majority of students at both colleges had received some form of skills training. At College A 48.5% of respondents had skills training in class with their tutor/lecturer while 42.6% had skills training via a library induction/ IT session. At College B 77.9% had undergone skills training via a library induction/ IT session and 52.9% via their tutor/ lecturer see Figure 15.

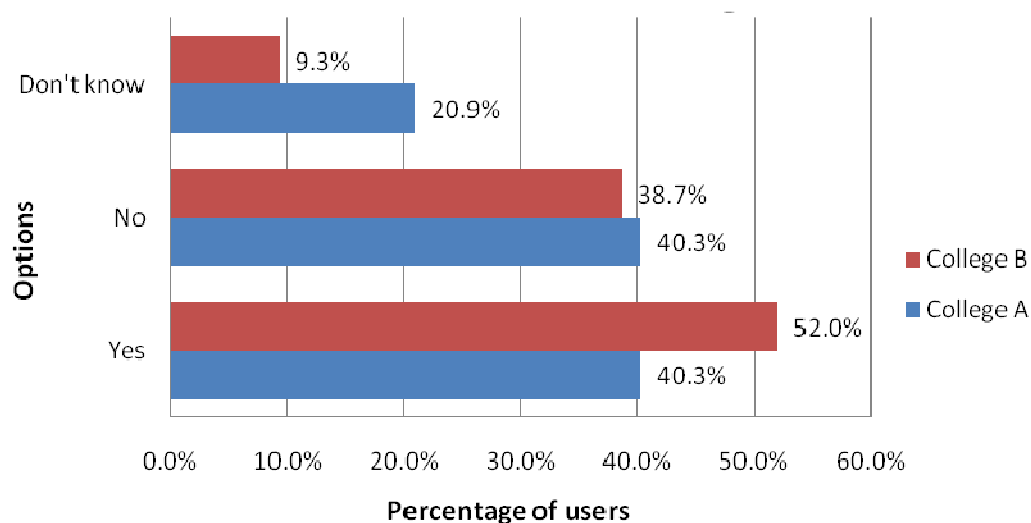


**Figure 15: Skills training received College A and B**

**Table 20: Skills training received showing percentages and raw figures for College A and B**

Skills training received	College A % (n=71) Skills training received not stated n=3	College B % (n=76) Skills training received not stated n=8
Library induction/ IT session	42.6% (29/68)	77.9% (53/68)
One to one help from library staff	26.5% (18/68)	41.2% (28/68)
Key skills session	5.9% (4/68)	29.4% (20/68)
Online tutorial/ video	1.5% (1/68)	14.7% (10/68)
In class with tutor/ lecturer	48.5% (33/68)	52.9% (36/68)
None	22.1% (15/68)	4.4% (3/68)
Other	0% (0/68)	2.9% (2/68)

To determine if having additional training would help students with e-resource usage respondents were asked if they needed more training. At College A 40.3% said yes and no to more training while 20.9% was unsure. At College B 52.0% said yes and 38.7% said no while 9.3% was unsure about needing more training, see Figure 16.



**Figure 16: Need for more training in e-resources response at College A and B**

**Table 21: Need for more training in e-resources showing raw figures and percentages for College A and B**

Need for more skills training in e-resources	College A % (n=71) Need for more skills training not stated n=4	College B % n=(76) Need for more skills training not stated n=1
Yes	40.3% (27/67)	52.0% (39/75)
No	40.3% (27/67)	38.7% (29/75)
Don't know	20.9% (14/67)	9.3% (7/75)

## 4.5 Summary

This chapter has shown that within the FE Colleges studied there is a wide variety of electronic resources available. Students at both colleges are aware of these resources and make more use of the Internet and Email than Databases, E-books and E-journals. The factors that determine the availability of e-resources include cost, licensing models and platform compatibility amongst others. The main reasons for using e-resources were similar at both colleges i.e. for course work assignments and research and most students access these resources remotely. Although most respondents are satisfied with the e-resources available to them at both colleges they also shared similarities with regards to the barriers to using these resources i.e. technical problems accessing the resources and lack of awareness of what is available. These results will be discussed further in the following chapter.

## **5. Discussion**

### ***5.1 Introduction***

The aim of the research was to investigate how well libraries in FE Colleges were meeting the electronic resources needs of its users. This chapter discusses the results presented in chapter 4 and is divided according to the research questions and objectives. Section 5.2 addresses the first research question into what electronic resources are currently available and section 5.3 looks at the second research question that relates to the extent of usage of electronic resources. This is followed by section 5.4 which discusses the third research question about the barriers to using e-resources. Finally section 5.5 and 5.6 looks at the successes and lessons learned respectively.

### ***5.2 What Electronic Resources (ER) are currently available?***

One of the objectives of the research was to investigate the range of electronic resources being used in FE Colleges to help address the research question above. First, the awareness of e-resources was investigated and the survey results revealed that students at both FE Colleges were aware that their college provided access to electronic resources such as e-books and e-journals. In fact just over 50% indicated they were aware of e-books and e-journals at College A and at College B the figure was much higher close to 70% being aware. These finding may have to do with the way in which information literacy is conducted at both colleges. At College A there is no formal information literacy program. Tutors are responsible for booking these sessions with the library to ensure they are timetabled in. Once this is done these students receive an induction which should normally take place within the first few weeks of the term, see responses to questions 9 and 10 of Appendix VIII for excerpts of interview at College A. This is in direct contrast to that of College B where there is a formal information literacy program for which the library is solely responsible. At College B the information literacy program is also compulsory on some of HE programs being written into the first year of some courses, see responses to questions

9 and 10 of Appendix IX for excerpt of interview at College B. This scenario at both colleges seems to shed some light on the level of awareness of e-resources at both colleges.

The survey also found that there were a wide range of electronic resources that are available for use in at both FE College Libraries. This wide range of electronic resources is also supported in the literature (Appleton, 2006). These electronic resources fall into a few categories which respondents were asked to choose from such as Databases e.g. EBSCOhost, Email, Internet and Online Course Materials. Of the categories chosen, the Internet and search engines such as Google dominate among e-resource usage among FE students followed by Email use. These findings are identical across both College A and B and is supported by research in studies such as JUSTEIS Cycle Four and Cycle Five into EIS use by FE students and HE undergraduates see Table 1 and 2.

Another key objective to answer the first research question was to look at the factors that determine what electronic resources are made available. To gain insight into these factors the Library Managers at both colleges were interviewed about the e-resource provision at their respective college. The interview findings revealed similarities with regard to the factors that determined what electronic resources were made available at both colleges. The Library Managers at both colleges cited factors such as reading list or request from tutors, cost, availability and compatibility with existing platforms or software as being the main factors as to what electronic resources are made available. It was clear from the findings of the interviews that selection of electronic resources was largely determined by the needs of academic staff via reading lists and request from tutors. However cost is also a major factor influencing the availability of e-resources within the FE sector. In the interview both Library Managers mentioned how costly e-resources were. The Library Manager at College A indicated that e-resources were costly and due to this they were unable to adequately meet the needs of users, see Appendix VI question 3. While the Library Manager at College B stated that they seriously scrutinised requests for additional resources because of cost constraints so if departments requested additional resources they would need to give something up in return. The issue of cost being a

factor in the availability of e-resources being made available is supported in the literature where the FE sector has consistently reported being short of money and is subject to frequent cuts in funding (JISC Collections, 2010). The Library Manager at College A also mentioned content as a main factor and indicated that effort was made into acquiring content that was interactive that was compatible with their VLE.

Electronic resources is an important part of the collection building activity of libraries (IFLA, 2012) and this is underpinned by the collection management or collection development policies in place. The presence of a collection management policy was present at both colleges and both Library Managers confirmed that their policies addressed the development of e-resources. In fact both Library Managers indicated that where e-books were concerned they purchased them if they were available in addition to physical copies.

The factors that determine what electronic resources are made available within FE as well as HE are numerous. Those mentioned by the Library Managers at College A and B are valid and important, however there is much more involved such as Functionality/ reliability, vendor support and supply. Having a Collection Management policy that addresses the development of electronic resources is a positive sign that shows both Libraries are consciously looking at the factors that affect e-resources.

### ***5.3 What is the extent of usage of Electronic Resources?***

Questions were posed to address the research question above and they provoked mixed yet interesting responses. At College A most of the respondents indicated that they use the Internet and Email daily with 59.1% of respondents indicating that they use the internet daily whereas 60.7% uses email daily at College A, see Table 6. These findings were quite similar for respondents at College B where 67.7% of respondents indicated that they use the internet daily and 72.7% using email daily see Table 7. However at College A electronic resources such as databases, e-books, e-Journals, e-Magazines and the library catalogue are rarely used. Whereas at College B students

make more use of electronic resources such as E-books, E-Journals and the Library Catalogue than respondents at College A.

These findings show that the level of usage of electronic resources excluding internet and email in both FE College Libraries is low. We are unable to strengthen the validity of these findings in the absence of e-metric statistics but the findings on their own possess a measure of validity that is supported by research studies such as JUSTEIS Cycle Four and Cycle Five into EIS use by FE students and HE undergraduates see Table 1 and 2 that demonstrated greater use of the internet and lower usage of databases, e-books and e-journals.

Respondents were also asked to indicate their main reasons for using electronic resources. The findings were basically identical across both colleges as 92.86% of respondents at College A indicated Course work/assignment was their main reason followed by 91.43% with Research and 51.43% with Personal interest. Similarly at College B 91.89% of respondents indicated Course work/assignment was their main reason followed by 90.54% with Research and 48.65% with Private Study. Results were also similar among both colleges for Final Project and Leisure as main reasons for using electronic resources. The fact that Course work/assignment is identified at the main reason for using electronic resources at both colleges is not surprising as Urquhart et al. (2005) had similar results in the purpose of EIS use among FE students.

To gain further insight into the extent of electronic resource use respondents were also asked to indicate how they accessed e-resources. The majority of respondents from College A and B indicated that they accessed e-resources mostly outside college with 85.42% indicating this at College A and 95.35% at College B. This seems to indicate that a large proportion of students are comfortable accessing electronic resources remotely. This is in keeping with the trend of providing remote access to electronic resources in FE and HE according to Bennett (2003).

#### ***5.4 What challenges do users face when using Electronic Resources (ER)?***

Overall when respondents were asked about how satisfied they were about the electronic resource available to them most respondents from both colleges indicated that they were either satisfied or totally satisfied. In fact 74.6% at College A and 63.2% at College B indicated that they were satisfied with the electronic resources available. 11.3% at College A and 21.1% at College B indicated that they were totally satisfied where as only 4.2% at College A and 6.6% at College B indicated that they were totally dissatisfied.

Despite the high satisfaction levels among respondents regarding the electronic resources available, students cited some barriers to the use of these electronic resources. In fact the barriers cited by respondents from both colleges were quite similar with 55.6% of respondents citing technical problems accessing the resources followed by 44.4% citing lack of awareness of what is available at College A. Similarly 44.3% of respondents cited technical problems accessing the resources followed by 40% indicating lack of awareness of what is available at College B. These findings are slightly different to those expressed by the Library Managers at both colleges who cited technical issues as a barrier but also student's lack of information skills as a barrier. Only 20.4% of respondents at College A and 22.9% of respondents at College B cited lack of knowledge/understanding as a barrier to using electronic resources.

Research done by Urquhart et al. (2005) supports the barriers as indicated by the Library Managers for both colleges i.e. Technical issues as well as student's lack of information skills as two of the predominant barriers to the use of electronic resources. This view is also supported by Berzins and Hudson (2011). It was not surprising to see that respondents did not view their lack of information skills as a major barrier as the findings indicated that the majority of them had been provided with some form of information skills training either from a Library induction/IT session or in class via their tutor/lecturer. However the fact that they cited lack of awareness



of what is available is also quite significant as this view is also supported in the literature as a barrier and is supported in the JUSTEIS survey findings according to Urquhart et al. (2005). It is very interesting that the barriers to the use of electronic resources highlighted by Urquhart et al. (2005) is still being experienced as seen at College A and B. There has been a lot of investment in information systems in colleges over the past decade and a lot has improved such as the use of VLEs according to Berzins and Hudson (2011). However even after 10 years of the advancement of electronic resources in Academic Libraries it would appear that the barriers have not really changed over time as seen at both College A and B.

### ***5.5 Successes***

The data collection at College A worked well because the researcher had direct access to learners by virtue of working there. The researcher was able to distribute the questionnaire over several days at College A gaining access to groups of students on the same programme. This enabled the researcher to survey entire groups of students on a particular programme. This occurred with the Access to Sport group where the researcher was able to survey the first group on one day and the other group on another day. The researcher found that at College A the group administered questionnaire worked extremely well.

Although there were some limitations to surveying students at College B overall the use of the group administered semi structured survey worked well in terms of receiving responses on time. Every class surveyed responded well and the feedback was encouraging.

The use of Survey Monkey for analysing the data collected also proved successful. This powerful tool allowed the data to be analysed quickly and when exported into Microsoft Excel facilitated the generation of charts, graphs, tables and open ended questions that could be easily manipulated and transferred into a Microsoft Word document.

### ***5.6 Lessons learned***

Although the overall methods of data collection were successful there were scheduling issues at College A and B. Despite having direct access to groups at College A the researcher still found it difficult to survey an additional group of level 4 students. The researcher in hind sight should have approached any another group of students instead of focusing on a specific level group i.e. level 4. Scheduling issues also occurred at College B because data collection was restricted to one day. Although classes were surveyed at College B the researcher realised that some year groups were not present to be surveyed at the time. This occurred with various groups for e.g. on the day the data was collected at College B the Access to Nursing year 1 group was present and so this group was surveyed. However year 2 and 3 Access to Nursing learners were expected later that week but the researcher was unable to return to survey these learners. This also occurred with the Public Health & Social Care learners as the other groups were expected later in that week. It would have been better for the researcher to have scheduled additional days for the data collection exercise at College B seeing that they did not have direct access to learners and would have therefore required more time to adequately survey the sample population effectively.

### ***5.7 Summary***

The results from this research have shown that there is a wide range of electronic resources being provided at both FE College Libraries. Also highlighted are some of the factors that determine what electronic resources are made available such as request from tutors, cost, content and compatibility issues just to name a few. However, while the range of electronic resources available in FE College libraries is wide, the overall usage of these resources is low. With the exception of the Internet and Email other electronic resources such as Databases, E-books, E-journals and the Library Catalogue are not being widely used. The research has also highlighted that while the majority of learners at both colleges have had some form of information skills training and most of them are satisfied with the electronic resources available to them there are barriers

to use. Some of these barriers include technical problems accessing the electronic resources, student's lack of information skills and lack of awareness of what is available.

## **6. Conclusion**

### ***6.1 Introduction***

The research was a comparative study conducted between two Further Education College Libraries. The aim of the research was to investigate how well libraries in Further Education Colleges were meeting the electronic resources needs of users.

This study examined the following research questions:

1. What electronic resources are currently available?
2. What is the extent of usage of these e-resources?
3. What challenges do users face when using electronic resources?

To address these research questions the objectives explored were to ascertain the range of electronic resources that are available in FE libraries, examine factors which determine what electronic resources are made available, identify the extent to which these electronic resources are being used and to look at factors that maybe a barrier to the use of electronic resources.

### ***6.2 Literature review***

A review of the literature revealed that electronic resources are an important aspect to all levels of education. However there are challenges within both the Further Education and Higher Education sector around the use of electronic resources. Libraries face challenges surrounding issues such as acquisition, access, maintenance and preservation of these resources. These issues are made all the more difficult in the face of financial constraints in terms of cuts to FE Budgets. Despite these various issues the literature review revealed that the types of electronic resources being made available in Further Education have increased over the past decade. However, attitudes to the use and awareness of electronic resources differ in FE to that of HE. In HE the use of electronic resources is more widespread to that of FE (Appleton, 2006). The use of electronic resources within FE has also been affected by a slower uptake compared to HE, lack of information skills of users, a lack of awareness of what is available and issues surrounding the cost of licensing fees as well as the complexity of using systems that are not standardised.

### ***6.3 Research method***

A combined or mixed methodology was used to conduct the research. This combined method consisted of a group administered questionnaire and semi-structured interviews both of which worked well overall to answer the research questions. Purposive sampling was used to select the students at both colleges for the research which was aimed at students on Level 3 – Level 6 courses and the Library Managers at these colleges. The questionnaires were distributed to students at both colleges however there were some limitations to this. While the response rate was good at College A due to the fact that the researcher had the means of surveying course groups on different days this was not the case at College B. At College B due to scheduling issues the researcher missed groups that were not in on the day of the survey and this led to a lower response rate. The semi-structured interviews that were conducted among the Library Managers at both colleges were successful and revealed important aspects regarding the provision of electronic resources at their respective colleges.

### ***6.4 Results***

The results show that there are a wide variety of electronic resources available at both college libraries. The results also show that most students at both colleges are aware that their college provide access to these electronic resources and students make more use of the Internet and Email than Databases, E-books and E-journals. The factors that determine the availability of e-resources include request from tutors, reading lists, cost, licensing models and platform compatibility amongst others. The main reason cited by students at both colleges for using e-resources were similar i.e. for course work assignments and research and most students access these resources remotely i.e. outside of college. However while most students surveyed indicated that they were satisfied with the e-resources available to them at both colleges they also shared similarities with regards to the barriers to using these resources which included technical problems accessing the resources, lack of awareness of what is available, lack of knowledge and understanding and a reluctance to undertake reading from a

screen. These barriers are all the more interesting as they are identical to those highlighted in research conducted by Urquhart et al. (2005) into the use of electronic information services in UK further education colleges over a decade ago.

### ***6.5 Limitations and lessons learned***

The limitations of the study were that it was carried out among two Further Education Colleges and generalisations cannot be made to all Further Education Colleges based on the results. The research also did not investigate e-metrics statistics regarding the use of electronic resources at both colleges to get a better insight into the use of electronic resources which would have helped to triangulate the findings from the questionnaire and interviews. Despite this the research methods used was successful overall. Richer feedback and a better response rate would have been received had the researcher arranged to survey students on more than one occasion at both colleges.

### ***6.6 Further study and Recommendations***

This research only looked at two Further Education Colleges and it would have been more relevant to survey more colleges within the UK or within London. Observations, in addition to the questionnaires would have also helped to galvanise findings regarding how students use electronic resources as well as the level of their information literacy skills. Libraries need to be proactive when it comes to information literacy training. Greater cooperation with curriculum and tutors regarding the importance of information skills training would go a long way to promote the use and awareness of electronic resources. Both libraries have collection management policies in place that address the development of electronic resources which is a step in the right direction. However based on the findings students are making more use of the Internet and Email than Databases, E-books and E-journals and this shows that the resources needs to be monitored robustly to address the issues such as low usage.

## ***6.7 Summary***

This research has provided the researcher with an insight into the use of electronic resources at two Further Education College Libraries. These colleges provide a wide range of electronic resources and this will only continue to grow as technology improves and the needs of users change. Although students make more use of the Internet and Email than the other electronic resources available, there is no denying that access to these resources brings benefits to users. However, promotion, collaboration with tutors, education for users and continued monitoring of electronic resources must continue if the true benefit of electronic resources is to be realised.

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## **Appendices**

## E-RESOURCES SURVEY 2015

### General Information

#### Question 1

Are you male or female?

Male ☐

Female ☐

#### Question 2

How old are you?

Under 20 ☐  
60+ ☐

20-29 ☐

30-39 ☐

40-49 ☐

50-59 ☐

#### Question 3

Are you enrolled?

Full-time ☐

Part-time ☐

#### Question 4

Please state the name of your course:

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#### Question 5

What qualification are you studying for?

Foundation Degree ☐

BA (Hons) Top up Degree ☐

Higher National Certificate (HNC) ☐

Higher National Diploma (HND) ☐

Foundation Diploma ☐

Access to Higher Education ☐

Other (please specify) \_\_\_\_\_

#### Question 6

What year of your course are you in now?

1<sup>st</sup> ☐

2<sup>nd</sup> ☐

3<sup>rd</sup> ☐

### Question 7

Are you aware that the college has the following electronic resources?

	Yes	No
E-Journals	<input type="checkbox"/>	<input type="checkbox"/>
E-Books	<input type="checkbox"/>	<input type="checkbox"/>

### Question 8

If you answered Yes to Question 7, tell us how you were made aware. (Tick all that apply)

Library induction/Library staff	<input type="checkbox"/>	Reading list	<input type="checkbox"/>
Lecturer/Tutor	<input type="checkbox"/>		
Course website	<input type="checkbox"/>	Leaflet/poster	<input type="checkbox"/>
Intranet			
advert	<input type="checkbox"/>		
Others (please specify)	<input type="text"/>		

## Information Need

### Question 9

What electronic resources do you use?

Databases (e.g. EBSCO host)	<input type="checkbox"/>	CD ROM
Internet (e.g. Google, Google Scholar)	<input type="checkbox"/>	Email
Online Course Materials	<input type="checkbox"/>	E-Books
Library Catalogue	<input type="checkbox"/>	E-Journals
E-Magazines	<input type="checkbox"/>	Blackboard/Moodle

Others (please specify)



### Question 10

**How often do you use the electronic resources listed below?**

	Rarely	Daily	Several times a week	Once a week	A couple times a month	
Databases i.e. (EBSCO host etc)	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CD ROM	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet (i.e. Google, Google Scholar)	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Email	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-Books	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-Journals	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Moodle	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-Magazine	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library Catalogue	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Question 11

**What are your main reasons for using electronic resources? (Tick as many boxes as you wish)**

Research ☐      Course work/ assignments ☐      Personal interest ☐

Private Study ☐      Project work ☐      Collaborate with  
colleagues ☐

Final Project ☐      Professional development ☐      Job  
search/application ☐

Leisure (leisure travel, online shopping) ☐

Others (please specify) \_\_\_\_\_

### Question 12

Where would you normally access electronic resources?

	Yes	No
In college only	<input type="checkbox"/>	<input type="checkbox"/>
Outside college only	<input type="checkbox"/>	<input type="checkbox"/>
Mostly in college	<input type="checkbox"/>	<input type="checkbox"/>
Mostly outside college	<input type="checkbox"/>	<input type="checkbox"/>

### Question 13

How satisfied are you with the electronic resources you use?

Totally satisfied	<input type="checkbox"/>
Satisfied	<input type="checkbox"/>
Totally dissatisfied	<input type="checkbox"/>
Not sure	<input type="checkbox"/>

## Barriers

### Question 14

What information skills training have you had at this college? (Tick all that apply)

Library induction/ IT session ☐    Key skills session ☐    In class with  
tutor/lecturer ☐

One to one help from library staff ☐    Online tutorial/video ☐    None ☐

Other (please specify) \_\_\_\_\_

### Question 15

Do you feel you need more training for the various types of electronic resources?

Yes ☐                      No ☐                      Don't know ☐

### Question 16

If you answered Yes to Question 15, tell us what resources you would like more training. (Tick as many boxes as you wish)

Databases (e.g. EBSCO host) ☐ Library Catalogue ☐ E-Magazines ☐

Internet (e.g. Google, Google Scholar) ☐ Online Course Materials ☐ E-Books ☐

E-Journals ☐ Blackboard/Moodle ☐

Other (please specify) \_\_\_\_\_

### Question 17

What do you consider to be the advantages of using electronic resources? (Tick as many boxes as you wish)

Allows 24/7 access ☐ Quicker access to information ☐

Ease of use ☐ Information is up to date/current ☐

Other (please specify) \_\_\_\_\_

### Question 18

What do you see as barriers to using electronic resources? (Tick as many boxes as you wish)

I am not confident in using electronic resources ☐

The information I need is not available ☐

I don't like reading from a screen ☐

Technical problems accessing the resources ☐

Lack of knowledge/understanding ☐

Lack of awareness of what is available ☐

Other (please specify) \_\_\_\_\_

### Question 19

**How has the use of electronic resources affected your study/work?**

	Considerably	To some extent	Not at all	Don't know
Made it easier to find information I need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made it easier to keep up to date with developments in my own field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reduced time wasted browsing for relevant information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improved the quality of work (results)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extended the range of materials I can use in my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inspired new thinking/ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Question 20

**What would encourage you to use more electronic resources?**

	Yes	No	Don't Know
More training/workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greater awareness of what is available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having more titles available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Less Technical problems/easier to access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greater use of it in lectures/lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify) \_\_\_\_\_

**Many thanks for your time. Please be assured that all information will  
be confidential.**

## ***APPENDIX II Interview Schedule***

### **Interview Schedule**

**Date:**

**College:**

**Gender:**            **Male**                    **Female**

#### **Introduction**

Thank you for meeting me today. My name is Leslie-Ann Campbell and I am a Distance Learning Student from Aberystwyth University.

#### **Purpose**

I am studying for an MSc Econ in Library and Information Studies at Aberystwyth University and as part of my course I am undertaking a research project on the use of electronic resources in FE College Libraries. As mentioned previous the purpose of the interview is to get an idea from you as to how well the electronic resources provided at the college is meeting the needs of users.

#### **Confidentiality and consent**

Before we proceed any further I would like to inform you that whatever is discussed in the interview is confidential and anonymous. Are you still happy to proceed with the interview?

**Contact Details:** Provide interviewee with your contact details.

#### **Time line**

The interview should not take more than 20 minutes. Do you have any questions?

**(Transition:** Let me begin by asking you how long you've held the position of Library Manager)

#### **A. E-resource Provision**

1. As manager are you pleased with the e-resources being provided at the college?

Yes                    = (provide examples)  
No                    = (any particular reason?)  
To some extent = (why is this?)

2. Do you have plans of introducing additional electronic resources?

Yes                    = (provide examples)  
No                    = (any particular reason?)  
To some extent = (why is this?)

3. In your opinion do you believe that the electronic resources available are meeting the needs of users?

Yes                    = (provide examples)

No = (any particular reason?)  
To some extent = (why is this?)

4. How do you evaluate the use of electronic resources? What tools do you use?

Prompt: Surveys  
Web stats  
Vendor supplied e-metrics

5. How effective do you judge your evaluation of EIS to be

Very effective  
Fairly effective  
Not effective

#### **B. Decision Making**

6. What are some of the factors that determine what electronic resources are made available?)

Prompt: Cost  
Content  
Reading lists  
Availability  
Compatibility with platform

7. What implications do requests for additional resources have on your budget?

8. Does your collection Management policy address the development of e-resources?

Yes = (provide examples)  
No = (any particular reason?)  
To some extent = (why is this?)

#### **C. Barriers to the use of EIS**

9. Is there an information literacy program at the college?

Yes = (provide examples)  
No = (any particular reason?)

10. What is the Library's role in this literacy programme?

11. What in your opinion are the barriers to the use of electronic resources?

Prompt: Technical problems  
Poor information literacy skills  
Availability of titles

12. Is there anything else you would like to say about the e-resources at the college?

Thank you for your time.

### ***APPENDIX III College A Student Letter***

Dear Student

My name is Leslie-Ann Campbell and I have worked at the Kensington and Chelsea College Library for the past 4 years. I am studying for an MSc Econ in Library and Information Studies at Aberystwyth University and as part of my course I am undertaking a research project under the supervision of Dr. Allen Foster. This project aims to explore the use of electronic resources in Further Education College amongst Access and Foundation Degree Students. The results of the research will be used to build a framework for future developments and improvements in the use of electronic resources at Kensington and Chelsea College Library. The results will be used for my dissertation but any information received will be anonymous and not be traceable to any individual.

I would be grateful if you would take the time to complete the questionnaire. Please answer all questions as best you can.

If you are agree to take part in this research please read the information below.

---

I understand that my participation in his research is purely voluntary and I can withdraw at any time.

I understand that ay information provided by me will be anonymous and will not be traced back to me. All information provided will be treated confidentially.

I understand that I can discuss any questions that I have with the researcher at any time.

I agree that ay information I provide in completing this questionnaire can be used for research purposes.

I understand that by completing this questionnaire I am giving my consent to participate in this research.

Thank you for participating

Leslie-Ann Campbell  
BSc (Hons), PGDip, MSc  
Team Leader  
Kensington and Chelsea College  
Email: l.campbell@kcc.ac.uk



## ***APPENDIX IV College B Student Letter***

Dear Student

My name is Leslie-Ann Campbell and I have worked at the Kensington and Chelsea College Library for the past 4 years. I am studying for an MSc Econ in Library and Information Studies at Aberystwyth University and as part of my course I am undertaking a research project under the supervision of Dr. Allen Foster. This project aims to explore the use of electronic resources in Further Education Colleges among students pursuing courses from Level 3 – Level 6 such as Access to Higher Education, Foundation Degree and Degree Programmes. The results of the research will be used to build a framework for future developments and improvements in the use of electronic resources at Croydon College Library. The results will also be used for my dissertation but any information received will be anonymous and not be traceable to any individual or the college.

I would be grateful if you would take the time to complete the questionnaire. Please answer all questions as best you can.

If you are agree to take part in this research please read the information below.

---

I understand that my participation in this research is purely voluntary and I can withdraw my participation at any time.

I understand that any information provided by me will be anonymous, will not be traced back to me and all information provided will be treated confidentially.

I understand that I can discuss any questions that I have with the researcher at any time.

I agree that any information I provide in completing this questionnaire can be used for research purposes.

I understand that by completing this questionnaire I am giving my consent to participate in this research.

Thank you for participating

Leslie-Ann Campbell  
BSc (Hons), MSc  
Team Leader  
Kensington and Chelsea College  
Email: l.campbell@kcc.ac.uk

## ***Appendix V Letter to Principal at College A***

Dear Principal

As you are already aware I am studying for an MSc Econ in Library and Information Studies at Aberystwyth University and as part of my course I am undertaking a research project under the supervision of Dr. Allen Foster. With this in mind I am now seeking your permission to carry out research among Level 3 – Level 6 students i.e. Access to Higher Education, Foundation Degree and Top Degree Students and their tutors.

This project aims to explore the use of electronic resources in Further Education Colleges amongst Level 3- Level 6 Students. The data collection methods to be used include questionnaires and interviews.


The results of the research will be used to build a framework for future developments and improvements in the use of electronic resources at Kensington and Chelsea College Library. The results will be used for my dissertation but all the data collected will be anonymous and not be traceable to any individual. The data collected will be completely confidential and neither the college's name nor the name of any participant will be used in the research report.

I am confident that I have taken the necessary steps to ensure that I meet the ethical standards required by the research. I have also attached the consent letter that I wish to give to participants in the research.

I should be grateful if you would sign below and return a copy of this letter to me indicating whether or not you give me permission to conduct this research project.

Thank you for your consideration.

- ☒ I give permission to you to carry out research in conjunction with your programme of study at Aberystwyth University as described above.
- ☐ I do not give permission to you to carry out research in conjunction with your programme of study at Aberystwyth University as described above.

Name of Principal MARK BRICKLEY	
Signature of Principal 	Date 24 /02 /15

Leslie-Ann Campbell  
Team Leader  
Kensington and Chelsea College  
Email: l.campbell@kcc.ac.uk

## ***APPENDIX VI Research Project Proposal Form***




### **Research Project Proposal Form (External)**

Name Leslie-Ann Campbell
Job title Library Team Leader
School Kensington an Chelsea College
Extension number 020 7573 5273
E Mail address l.campbell@kcc.ac.uk
Today's date 18 <sup>th</sup> February 2015
Name of institution, agency or organisation who have commissioned the research Aberystwyth University

<b>Proposed Research Title:</b> Electronic Library Resources: Meeting user needs in Further Education College Libraries
<b>Rationale for Topic Choice:</b> Further Education (FE) is characterized by a varied cohort of users. However, while a lot has been written about the electronic resources needs and users in Higher Education (HE) little has been written about user needs in FE. It is hoped that this dissertation will shed some light on user needs in FE College Libraries as it relates to the use of electronic resources.
<b>Aims and Outcomes:</b> What do you intend to achieve? The aim of this study is to investigate how well libraries in Further Education Colleges are meeting the electronic resources needs of its users. It will look at areas of best practice and hopefully present recommendations for improvement and development.

<p><b>Methodology and Design:</b> Explain your methodology and how you will gather and analyse your data?</p> <p>A group administered semi structured questionnaire will be administered to participants. This questionnaire should take no more than 10-15 minutes at most.</p> <p>A semi structured interview will be held with the Library Manager</p> <p>The data will be collated using Microsoft Excel and stored on a secure USB device. All data will be anonymous.</p>
<p><b>Time planning:</b> Provide a provisional plan of the project with main target dates for completion.</p> <p><i>Completed/Approved: Submission of proposal</i></p> <p><i>Completed/Approved: Literature review, design &amp; pilot of data collection instrument</i></p> <p><i>23 Feb-20 Mar 2015: Data Collection</i></p> <p><i>23 Mar-3 Apr 2015: Data Analysis</i></p> <p><i>6 Apr-24 Apr 2015: Interpretation of results/Write up</i></p> <p><i>30 Apr 2014: Submission</i></p>
<p><b>Have you applied</b> for ethical clearance with the commissioning institution, agency or organisation (if outside of Croydon College) <i>please circle your answer</i></p> <p style="text-align: right;"> <input checked="" type="radio"/> YES    <input type="radio"/> NO </p>
<p><b>Other requirements:</b> Are there any specific resources that will be required for the project, if yes please list them here?</p>
<p>Please attach relevant CONSENT FORM (s) where appropriate</p>

If my application for ethical clearance is accepted I agree to be bound by the relevant research and ethical standards of behaviour of the British Educational Research Association that CROYDON COLLEGE subscribes to.

Signed  Print name LESLIE-ANN CAMPBELL Date 17/2/15

## APPENDIX VII Ethical Monitoring and Review Form



### ETHICAL MONITORING AND REVIEW FORM (Student)

This form must be used by all HE students proposing to embark on a dissertation or other research project. The student's research Supervisor is responsible for administering this form and advising the student on appropriate ethical judgement. Students must complete Sections A-D fully and sign the form in Section E. Students should not embark on research until approval is given by the supervisor or by the Ethics Review Panel. Failure to complete each section fully may result in a delay in permission for the research being granted and therefore a delay in the beginning of the research. Students who proceed with research when approval has been denied, risk being dealt with under the Croydon College Disciplinary Procedure.

#### SECTION A: PRELIMINARY DETAILS

*To be completed by the student*

Student name:	Leslie-Ann Campbell
Programme and Year of Study:	DSM1460/ILM 1460 MSc Econ Information and Library Studies (Distance Learning) April 2010 – April 2015
Centre of Study:	Aberystwyth University Dept of Information Studies, Aberystwyth University, Llandadarn Campus, Aberystwyth Campus, Aberystwyth, SY23 3AL
Title of Dissertation or Research Project:	Electronic Library Resources: Meeting user needs in Further Education College Libraries
Supervisor:	Dr Allen Foster BA MSc PhD FHEA Head of Department Regional Editor (Europe & UK), The Electronic Library Guest Editor, New Library World Department of Information Studies Llanbadarn Campus Aberystwyth Ceredigion SY23 3AS

## SECTION B: ETHICS REVIEW CHECKLIST

To be completed by the student

Preliminary question	No	Yes
Is your proposed research based solely on published literature and/or secondary information already in the public domain?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*If you have answered 'Yes' to the above preliminary question, it is highly unlikely that your research will directly raise ethical issues and there is no need for you to answer the questions below. Unless you recognise indirect ethical issues involved in your research, you can also ignore Section D and go directly to your signature in Section E.*

*If you have answered 'No' to the preliminary question above, please provide answers to the questions below. Your answers to these questions help provide an indication of ethical risk.*

Question	No	Yes
1. Does the research involve the use of dangerous substances, radiation or anything else that puts the researcher, participants, stakeholders or the environment at risk?	X	<input type="checkbox"/>
2. Will the research involve prolonged or repetitive testing?	X	<input type="checkbox"/>
3. Could the research induce psychological stress or anxiety, cause harm or have other negative consequences for the participants?	X	<input type="checkbox"/>
4. Will financial inducement be offered?	X	<input type="checkbox"/>
5. Will deception of participants occur during the research (e.g. disguising your identity)?	X	<input type="checkbox"/>
6. Will the research require declaring the identity of the participants (i.e. not allowing them to remain anonymous)?	X	<input type="checkbox"/>
7. Does the research involve participants who may be particularly vulnerable (e.g. children, adults with learning difficulties, adults with mental health problems)?	X	<input type="checkbox"/>
8. Might the research involve a conflict of interests (e.g. between your career prospects and the outcome of the research)?	X	<input type="checkbox"/>

9.	Does the research require involvement in, or disclosure about, the private life of participants?	X	<input type="checkbox"/>
10.	Are there occasions or circumstances when the informed consent of participants will not be gained?	X	<input type="checkbox"/>
11.	Will the research involve gathering and/or publicising information that is sensitive, confidential or classified as restricted?	X	<input type="checkbox"/>
12.	Will the research involve the dissemination or publication of images or textual content that is likely to offend social norms of decency and morality?	X	<input type="checkbox"/>
13.	Will the research require breaking institutional regulations, local byelaws or state laws?	X	<input type="checkbox"/>
14.	Might the chosen research method(s) involve risk of harm to the researcher?	X	<input type="checkbox"/>

### SECTION C: IDENTIFIED ETHICAL RESEARCH ISSUES

*To be completed by the student*

Please identify, and state in the box below, any ethical issues that you feel might be involved in your proposed research. If you have answered 'Yes' to any of the questions in Section C, it is highly likely that your research raises ethical issues. Indicate any actions you intend to use to avoid unethical research practice. If you consider there to be no ethical issues, please enter 'NONE' in the box.

Student's statement of ethical issues and actions to be taken:
<p>This study is aimed at students on Level 3 – Level 6 programmes in FE and these students should be over 18 years of age. Students under the age of 18 will not be asked to participate.</p>

### SECTION D: DECLARATION BY STUDENT

To my full knowledge, the information I have given on this form is correct.

Signature:  Date: 18/2/15

## ***APPENDIX VIII Excerpt of Interview at College A***

### **Excerpt of Interview at College A**

**Date:** 11<sup>th</sup> March 2015

**College:** College A

**Gender:** Female

**Years in current post:** "I've been Library Manager at the college for 6 years but have been working in the sector for the past 20 years".

<b>A. E-resource Provision</b>
--------------------------------

**1. As manager are you pleased with the e-resources being provided at the college?**

Yes= Yes the electronic resources provided are not bad.

**2. Do you have plans of introducing additional electronic resources?**

Yes=Yes because of the FELTAG agenda provision may move from 10% to 50%.

**3. In your opinion do you believe that the electronic resources available are meeting the needs of users?**

No= Not entirely. Our HE provision is quite small around 200 or there about and the type of resources needed are costly. We are unable to meet needs adequately

**4. How do you evaluate the use of electronic resources? What tools do you use?**

We have the general college survey where learners are asked to comment on ILT and the Library so we gather feedback from their responses.

We do not have a specific library survey; we rely on the general college survey to get feedback from users.

We also use focus groups at times.

We look at the e-metrics for our eBooks which give a good indication of use and for commercial resources we always check usage before renewal.

**5. How effective do you judge your provision of EIS to be?**

"Fairly effective"



## **B. Decision Making**

### **6. What are some of the factors that determine what electronic resources are made available?**

We look at the request from tutors and basically what's available. Cost of course is a major issue for us as some licensing models are better than others. We also look at the content to try to provide content that is interactive as opposed to just PDF material. They also need to authenticate via shibboleth and be compliant and compatible with our VLE platform.

### **7. What implications do requests for additional resources have on your budget?**

We prioritise request from lecturers and if there is any money left over we would consider other requests.

### **8. Does your collection Management policy address the development of e-resources?**

Yes, but we also look at the curriculum areas as well as the level. For the HE courses we always try to get electronic copies so they can have access remotely but would also get a few hard copies in as well

## **C. Barriers to the use of EIS**

### **9. Is there an information literacy program at the college?**

No= No we rely on the tutors to bring their students for an induction to the library Some areas are given an induction straight away such as HE and have a follow up later in the term.

All new groups are timetabled within the first few weeks of the term so it's the tutor's responsibility to ensure they have their induction.

### **10. What is the Library's role in this literacy programme?**

### **11. What in your opinion are the barriers to the use of electronic resources? Can you give me an indication of any concerns you may have?**

Technical issues inside and outside college. Access issues.

Poor level of literacy, some student's level of literacy are very poor and an eBook will not change that.

### **12. Is there anything else you would like to say about the e-resources at the college?**

At present we provide what we can and ensure that students are aware of what's available. Hopefully what we provide will improve in the near future.

## ***APPENDIX IX Excerpt of Interview at College B***

### **Excerpt of Interview at College B**

**Date:** 18<sup>th</sup> March 2015

**College:** College B

**Gender:** Male

**Years in current post:** I've been Library Manager at t for the college for the past 10 years and during that time we've been restructured 7 times.

<b>A. E-resource Provision</b>
--------------------------------

**1. As manager are you pleased with the e-resources being provided at the college?**

Yes= Yes we have strong resource. The University Business Studies Students have very good resources. We also have a good service with EBSCO via the Discovery Service

**2. Do you have plans of introducing additional electronic resources?**

To some extent = We would need to seriously evaluate the need for additional resources. Its one in, one out at the moment. We cannot stock everything and if departments need additional resources they will have to give something up.

**3. In your opinion do you believe that the electronic resources available are meeting the needs of users?**

Yes= Yes we have seen an increase on the use of our journal usage and we have cut our subscriptions to the print version. We haven't had any real complaints since doing this. We stock only 90 print journals but we have kept the Art journals.

**4. How do you evaluate the use of electronic resources? What tools do you use?**

We look at reports from Athens / Shibboleth.  
Individual stats/ ebook usage tied to loans.

**5. How effective do you judge your evaluation of EIS to be?**

Very effective.

## **B. Decision Making**

### **6. What are some of the factors that determine what electronic resources are made available?)**

We source according to what is requested by tutors via reading lists and although cost is a factor, whatever we source must be compatible with EBSCO discovery. If it isn't we won't get it.

### **7. What implications do requests for additional resources have on your budget?**

All our HE courses are validated by the University of Sussex so are the reading list are approved by Sussex. FE is more or less just the textbook there is no demand for to read around the subject, they stick to the textbook.

### **8. Does your collection Management policy address the development of e-resources?**

Yes, we purchase ebooks if they are available and a few print copies.

## **C. Barriers to the use of EIS**

### **9. Is there an information literacy program at the college?**

Yes= Yes we have dedicated information literacy programme

### **10. What is the Library's role in this literacy programme?**

The Library is responsible for the programme which is delivered by subject librarians. This is written into their first year of the course and is compulsory for some courses such as the BA Business. We cancelled these sessions for FE courses because of staffing and budget constraints but have developed an online course in moodle that they can access.

### **11. What in your opinion are the barriers to the use of electronic resources? Can you give me an indication of any concerns you may have?**

Not many learners have the skills required...many mature learners.

Some do not have internet access at home

We've had technical problems with Dawsonera of late and for students if they've had issues they are left with the impression that the system does not work and in some cases we've essentially lost these students.

### **12. Is there anything else you would like to say about the e-resources at the college?**

Well that's it really. I have a boss who is serious about statistics so we scrutinise our e-resources. If it moves we get the stats, if it doesn't we get the stats

## ***APPENDIX X College A Questionnaire Results Summary***

### **College A Questionnaire Results Summary**

#### **1. Are you male or female?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Male	42.3%	30
Female	57.7%	41
	<i>answered question</i>	<b>71</b>
	<i>skipped question</i>	<b>0</b>

#### **2. How old are you?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Under 20	5.7%	4
20-29	47.1%	33
30-39	25.7%	18
40-49	12.9%	9
50-59	8.6%	6
60+	0.0%	0
	<i>answered question</i>	<b>70</b>
	<i>skipped question</i>	<b>1</b>

#### **3. Are you enrolled Full-time or Part-time?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Full-time	90.1%	64
Part-time	9.9%	7
	<i>answered question</i>	<b>71</b>
	<i>skipped question</i>	<b>0</b>

#### **4. Please state the name of your course**

Answer Options	Response Count
HND Fine Art	6
Radiography	15
Early Years Studies	21
Sport Science	21
BA Top up Fine Art	8
<i>answered question</i>	71
<i>skipped question</i>	0

**5. What qualification are you studying for?**

Answer Options	Response Percent	Response Count
Foundation Degree	29.6%	21
Higher National Certificate (HNC)	0.0%	0
Foundation Diploma	0.0%	0
BA (Hons) Top up Degree	11.3%	8
Higher National Diploma (HND)	8.5%	6
Access to Higer Education	50.7%	36
Other (please specify)		0
<i>answered question</i>		71
<i>skipped question</i>		0

**6. What year of your course are you in now?**

Answer Options	Response Percent	Response Count
1st year	88.6%	62
2nd year	5.7%	4
3rd year	5.7%	4
<i>answered question</i>		70
<i>skipped question</i>		1

**7. Are you aware that the college has the following electronic resources?**

Answer Options	Yes	No	Response Count
E-Journals	51	19	70
E-Books	56	14	70
<i>answered question</i>			71
<i>skipped question</i>			0

**8. If you have answered Yes to Question 7, tell us how you were made aware. (Tick all that apply)**

Answer Options	Response Percent	Response Count
Library induction/ Library staff	59.6%	34
Course website	22.8%	13
Reading list	10.5%	6
Leaflet/ poster	8.8%	5
Lecturer/ Tutor	57.9%	33
Intranet advert	3.5%	2
Other (please specify)		1
<i>answered question</i>		57
<i>skipped question</i>		14

Number	Response Date	Other (please specify)	Categories
--------	---------------	------------------------	------------

1 Mar 14, 2015 6:37 PM class mate

**9. What electronic resources do you use? (Tick as many boxes as you wish)**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Databases (e.g. EBSCOhost)	40.8%	29
Internet (e.g. Google, Google Scholar)	88.7%	63
Online Course Materials	39.4%	28
Library Catalogue	33.8%	24
E-Magazines	2.8%	2
CD ROM	0.0%	0
Email	59.2%	42
E-Books	31.0%	22
E-Journals	40.8%	29
Blackboard/Moodle (VLE)	57.7%	41
Other (please specify)		0
<b>answered question</b>		<b>71</b>
<b>skipped question</b>		<b>0</b>

**10. How often do you use the electronic resources listed below?**

<b>Answer Options</b>	<b>Daily</b>	<b>Several times a week</b>	<b>Once a week</b>	<b>A couple times a month</b>	<b>Rarely</b>	<b>Response Count</b>
Databases (e.g. EBSCOhost etc)	0	11	9	11	17	48
CD ROM	0	1	1	4	28	34
Internet (e.g. Google, Google Scholar)	39	13	10	2	2	66
Email	37	12	4	1	8	61
E-Books	0	7	10	12	17	46
EJournals	2	8	14	13	16	52
Blackboard/Moodle (VLE)	7	19	22	8	8	63
E-Magazine	0	1	2	6	30	39
Library Catalogue	0	6	8	8	23	45
<b>answered question</b>						<b>71</b>
<b>skipped question</b>						<b>0</b>

11. What are your main reasons for using electronic resources? (Tick as many boxes as you wish)

Answer Options	Response Percent	Response Count
Research	91.4%	64
Private Study	41.4%	29
Final Project	20.0%	14
Course work/ assignments	92.9%	65
Project work	42.9%	30
Professional development	24.3%	17
Personal interest	51.4%	36
Collaborate with colleagues	15.7%	11
Job search/ application	21.4%	15
Leisure (e.g. leisure travel, online shopping etc)	35.7%	25
Other (please specify)		1
<i>answered question</i>		70
<i>skipped question</i>		1

Number	Response Date	Other (please specify)	Categories
1	Mar 13, 2015 11:04 PM	social media	

12. Where would you normally access electronic resources?

Answer Options	Yes	No	Response Count
In college only	13	18	31
Outside college only	18	17	35
Mostly in college	13	16	29
Mostly outside college	41	7	48
<i>answered question</i>			68
<i>skipped question</i>			3

13. How satisfied are you with the electronic resurces you use?

Answer Options	Response Percent	Response Count
Totally satisfied	11.3%	8
Satisfied	74.6%	53
Totally dissatisfied	4.2%	3
Not sure	9.9%	7
<i>answered question</i>		71
<i>skipped question</i>		0

**14. What information skills training have you had at this college? (Tick all that apply)**

Answer Options	Response Percent	Response Count	
Library induction/ IT session	42.6%	29	
One to one help from library staff	26.5%	18	
Key skills session	5.9%	4	
Online tutorial/ video	1.5%	1	
In class with tutor/ lecturer	48.5%	33	
None	22.1%	15	
Other (please specify)		0	
		<b>answered question</b>	<b>68</b>
		<b>skipped question</b>	<b>3</b>

**15. Do you feel you need more training for the various types of electronic resources?**

Answer Options	Response Percent	Response Count	
Yes	40.3%	27	
No	40.3%	27	
Don't know	20.9%	14	
		<b>answered question</b>	<b>67</b>
		<b>skipped question</b>	<b>4</b>

**16. If you answered Yes to Question 15, tell us what resources you would like more training. (Tick as many boxes as you wish)**

Answer Options	Response Percent	Response Count	
Databases (e.g. EBSCOhost)	52.9%	18	
Internet (e.g. Google, Google Scholar)	8.8%	3	
Online Course Materials	26.5%	9	
Libay Catalogue	41.2%	14	
E-Magazines	50.0%	17	
CD ROM	2.9%	1	
Email	2.9%	1	
E-Books	55.9%	19	
E-Journals	52.9%	18	
Blackboard/ Moodle (VLE)	23.5%	8	
Other (please specify)		1	
		<b>answered question</b>	<b>34</b>
		<b>skipped question</b>	<b>37</b>

Number	Response Date	Other (please specify)	Categories
1	Mar 19, 2015 9:35 PM	photoshop	



17. What do you consider to be the advantages of using electronic resources? (Tick as many boxes as you wish)

Answer Options	Response Percent	Response Count
Allows 24/7 access	85.5%	59
Ease of use	46.4%	32
Quicker access to information	82.6%	57
Information is up to date/ current	44.9%	31
Other (please specify)		1
<i>answered question</i>		69
<i>skipped question</i>		2

Number	Response Date	Other (please specify)	Categories
1	Mar 13, 2015 11:16 PM	ability to access at home	

18. What do you see as barriers to using electronic resources? (Tick as many boxes as you wish)

Answer Options	Response Percent	Response Count
I am not confident in using electronic resources	13.0%	7
The information I need is not available	18.5%	10
I don't like reading from a screen	13.0%	7
Technical problems accessing the resources	55.6%	30
Lack of knowledge/ understanding	20.4%	11
Lack of awareness of what is available	44.4%	24
Other (please specify)		3
<i>answered question</i>		54
<i>skipped question</i>		17

Number	Response Date	Other (please specify)	Categories
1	Mar 19, 2015 9:32 PM	The library computers are very slow connecting to the catalogue and internet	
2	Mar 14, 2015 6:30 PM	no wifi in carlyle building	
3	Mar 14, 2015 6:20 PM	wifi in carlyle building	

**19. How has the use of electronic resources affected your study/ work?**

Answer Options	Considerably	To some extent	Not at all	Don't know	Response Count
Made it easier to find information I need	33	26	4	1	64
Made it easier to keep up to date with developments in my own field	19	35	7	3	64
Reduced time wasted browsing for relevant information	18	30	12	2	62
Improved the quality of work (results)	14	33	7	5	59
Extended the range of materials I can use in my work	23	29	7	5	63
Inspired new thinking/ ideas	19	32	5	5	61
<i>answered question</i>					66
<i>skipped question</i>					5

**20. What would encourage you to use more electronic resources?**

Answer Options	Yes	No	Don't know	Response Count
More training/ workshops	40	11	9	60
Greater awareness of what is available	52	3	4	59
Having more titles available	38	7	9	54
Less technical problems/ easier to access	38	11	7	56
Greater use of it in lecturers/ lessons	39	8	9	56
Other (please specify)				1
<i>answered question</i>				66
<i>skipped question</i>				5

Number	Response Date	Other (please specify)	Categories
1	Mar 14, 2015 6:17 PM	wifi in carlyle building please	

## ***APPENDIX XI College B Questionnaire Results Summary***

### **College B Questionnaire Results Summary**

#### **1. Are you male or female?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Male	28.9%	22
Female	71.1%	54
	<i>answered question</i>	<b>76</b>
	<i>skipped question</i>	<b>0</b>

#### **2. How old are you?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Under 20	2.6%	2
20-29	23.7%	18
30-39	40.8%	31
40-49	19.7%	15
50-59	11.8%	9
60+	1.3%	1
	<i>answered question</i>	<b>76</b>
	<i>skipped question</i>	<b>0</b>

#### **3. Are you enrolled Full-time or Part-time?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Full-time	76.3%	58
Part-time	26.3%	20
	<i>answered question</i>	<b>76</b>
	<i>skipped question</i>	<b>0</b>

#### **4. Please state the name of your course**

Answer Options	Response Count
Public Health & Social Care	24
Nursing	21
Early Childhood Studies	10
LLB Law	10
Business Studies	10
<i>answered question</i>	<b>75</b>
<i>skipped question</i>	<b>1</b>

**5. What qualification are you studying for?**

Answer Options	Response Percent	Response Count
Foundation Degree	19.7%	15
Higher National Certificate (HNC)	0.0%	0
Foundation Diploma	1.3%	1
BA (Hons) Top up Degree	38.2%	29
Higher National Diploma (HND)	0.0%	0
Access to Higer Education	40.8%	31
Other (please specify)		1
<i>answered question</i>		76
<i>skipped question</i>		0

Number	Response Date	Other (please specify)	Categories
1	Mar 21, 2015 11:52 AM	LLB Law	

**6. What year of your course are you in now?**

Answer Options	Response Percent	Response Count
1st year	42.1%	32
2nd year	28.9%	22
3rd year	28.9%	22
<i>answered question</i>		76
<i>skipped question</i>		0

**7. Are you aware that the college has the following electronic resources?**

Answer Options	Yes	No	Response Count
E-Journals	69	5	74
E-Books	70	3	73
<i>answered question</i>			75
<i>skipped question</i>			1

**8. If you have answered Yes to Question 7, tell us how you were made aware. (Tick all that apply)**

Answer Options	Response Percent	Response Count
Library induction/ Libary staff	90.3%	65
Course website	37.5%	27
Reading list	25.0%	18
Leaflet/ poster	23.6%	17
Lecturer/ Tutor	66.7%	48
Intranet advert	8.3%	6
Other (please specify)		1
<i>answered question</i>		72
<i>skipped question</i>		4

Number	Response Date	Other (please specify)	Categories
1	Mar 21, 2015 12:43 PM	moodle	

**9. What electronic resources do you use? (Tick as many boxes as you wish)**

Answer Options	Response Percent	Response Count
Databases (e.g. EBSCOhost)	27.6%	21
Internet (e.g. Google, Google Scholar)	88.2%	67
Online Course Materials	60.5%	46
Library Catalogue	38.2%	29
E-Magazines	7.9%	6
CD ROM	1.3%	1
Email	64.5%	49
E-Books	53.9%	41
E-Journals	52.6%	40
Blackboard/Moodle (VLE)	57.9%	44
Other (please specify)		1
<i>answered question</i>		<b>76</b>
<i>skipped question</i>		<b>0</b>

Number	Response Date	Other (please specify)	Categories
1	Mar 21, 2015 12:02 PM	Lexis Nexis, Westlaw	

**10. How often do you use the electronic resources listed below?**

Answer Options	Daily	Several times a week	Once a week	A couple times a month	Rarely	Response Count
Databases (e.g. EBSCOhost etc)	3	8	6	7	20	44
CD ROM	0	0	1	3	25	29
Internet (e.g. Google, Google Scholar)	46	19	2	1	0	68
Email	48	12	6	0	0	66
E-Books	4	17	20	11	7	58
EJournals	5	15	8	12	8	48
Blackboard/Moodle (VLE)	37	25	8	2	0	72
E-Magazine	3	3	4	6	22	38
Library Catalogue	3	18	11	8	9	49
<i>answered question</i>						<b>75</b>
<i>skipped question</i>						<b>1</b>

11. What are your main reasons for using electronic resources? (Tick as many boxes as you wish)

Answer Options	Response Percent	Response Count
Research	90.5%	67
Private Study	48.6%	36
Final Project	20.3%	15
Course work/ assignments	91.9%	68
Project work	31.1%	23
Professional development	35.1%	26
Personal interest	45.9%	34
Collaborate with colleagues	25.7%	19
Job search/ application	32.4%	24
Leisure (e.g. leisure travel, online shopping etc)	35.1%	26
Other (please specify)		1
<i>answered question</i>		74
<i>skipped question</i>		2

Number	Response Date	Other (please specify)	Categories
1	Mar 22, 2015 9:35 PM	use electronic resources in everyday life	

12. Where would you normally access electronic resources?

Answer Options	Yes	No	Response Count
In college only	16	12	28
Outside college only	9	12	21
Mostly in college	22	11	33
Mostly outside college	41	2	43
<i>answered question</i>			75
<i>skipped question</i>			1

13. How satisfied are you with the electronic resources you use?

Answer Options	Response Percent	Response Count
Totally satisfied	21.1%	16
Satisfied	63.2%	48
Totally dissatisfied	6.6%	5
Not sure	9.2%	7
<i>answered question</i>		76
<i>skipped question</i>		0

**14. What information skills training have you had at this college? (Tick all that apply)**

Answer Options	Response Percent	Response Count
Library induction/ IT session	77.9%	53
One to one help from library staff	41.2%	28
Key skills session	29.4%	20
Online tutorial/ video	14.7%	10
In class with tutor/ lecturer	52.9%	36
None	4.4%	3
Other (please specify)		2
<i>answered question</i>		<b>68</b>
<i>skipped question</i>		<b>8</b>

Number	Response Date	Other (please specify)	Categories
1	Mar 22, 2015 9:35 PM	student help (peer help)	
2	Mar 21, 2015 12:02 PM	Westlaw Training Session	

**15. Do you feel you need more training for the various types of electronic resources?**

Answer Options	Response Percent	Response Count
Yes	52.0%	39
No	38.7%	29
Don't know	9.3%	7
<i>answered question</i>		<b>75</b>
<i>skipped question</i>		<b>1</b>

**16. If you answered Yes to Question 15, tell us what resources you would like more training. (Tick as many boxes as you wish)**

Answer Options	Response Percent	Response Count
Databases (e.g. EBSCOhost)	65.0%	26
Internet (e.g. Google, Google Scholar)	22.5%	9
Online Course Materials	25.0%	10
Library Catalogue	27.5%	11
E-Magazines	32.5%	13
CD ROM	0.0%	0
Email	0.0%	0
E-Books	65.0%	26
E-Journals	52.5%	21
Blackboard/ Moodle (VLE)	22.5%	9
Other (please specify)		1
<i>answered question</i>		<b>40</b>
<i>skipped question</i>		<b>36</b>

Number	Response Date	Other (please specify)	Categories
1	Mar 21, 2015 10:22 PM	i need more training in IT	

17. What do you consider to be the advantages of using electronic resources? (Tick as many boxes as you wish)

Answer Options	Response Percent	Response Count
Allows 24/7 access	84.0%	63
Ease of use	49.3%	37
Quicker access to information	85.3%	64
Information is up to date/ current	60.0%	45
Other (please specify)		2
<i>answered question</i>		75
<i>skipped question</i>		1

Number	Response Date	Other (please specify)	Categories
1	Mar 22, 2015 9:35 PM	bulk variety of information	
2	Mar 21, 2015 12:02 PM	saves printing/ paper	

18. What do you see as barriers to using electronic resources? (Tick as many boxes as you wish)

Answer Options	Response Percent	Response Count
I am not confident in using electronic resources	28.6%	20
The information I need is not available	15.7%	11
I don't like reading from a screen	37.1%	26
Technical problems accessing the resources	44.3%	31
Lack of knowlegde/ understanding	22.9%	16
Lack of awareness of what is available	40.0%	28
Other (please specify)		3
<i>answered question</i>		70
<i>skipped question</i>		6

Number	Response Date	Other (please specify)	Categories
1	Mar 22, 2015 9:35 PM	self taught, need to have a course	
2	Mar 22, 2015 9:09 PM	having to pay to access a lot of the online journals	
3	Mar 21, 2015 12:08 PM	cannot produce tables	



**19. How has the use of electronic resources affected your study/ work?**

Answer Options	Considerably	To some extent	Not at all	Don't know	Response Count
Made it easier to find information I need	36	27	6	1	70
Made it easier to keep up to date with developments in my own field	28	29	9	0	66
Reduced time wasted browsing for relevant information	25	24	12	3	64
Improved the quality of work (results)	31	26	10	2	69
Extended the range of materials I can use in my work	29	29	8	0	66
Inspired new thinking/ ideas	23	30	10	1	64
<i>answered question</i>					<b>72</b>
<i>skipped question</i>					<b>4</b>

**20. What would encourage you to use more electronic resources?**

Answer Options	Yes	No	Don't know	Response Count
More training/ workshops	45	9	6	60
Greater awareness of what is available	59	1	1	61
Having more titles available	48	5	5	58
Less technical problems/ easier to access	46	2	4	52
Greater use of it in lecturers/ lessons	43	5	3	51
Other (please specify)				3
<i>answered question</i>				<b>70</b>
<i>skipped question</i>				<b>6</b>

Number	Response Date	Other (please specify)	Categories
1	Mar 22, 2015 9:35 PM	familiarise us with it by using it yourself	
2	Mar 21, 2015 12:08 PM	reasonable adjustments for disabled users	
3	Mar 21, 2015 12:02 PM	locate journal article but often have to subscribe to get to read even top law library not holding many journals	